Recess

ILLINOIS Education

MAY 1957

Four important things that affect the price you pay for gasoline in Michigan

TAXES—You might be surprised what a big chunk of your gasoline dollar goes for *direct taxes* placed on gasoline by federal and state governments. These taxes are largely used to build and maintain our expanding highway system and are collected from you at the gasoline pump. In Michigan the direct taxes on regular grade STANDARD RED CROWN Gasoline total 9 8/10 cents per gallon—*equal to 42 percent of the price of the gasoline alone in mid-Michigan areas.*

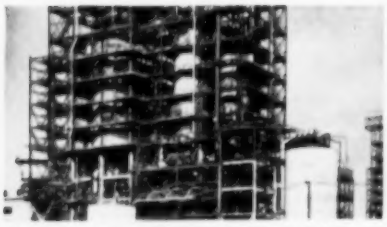
PRODUCT IMPROVEMENT—Today's gasoline looks and smells about the same as gasoline has for years *but your car can tell the difference.* The STANDARD RED CROWN you use today is higher quality, higher octane than our Premium Gasoline was only 4 years ago. Such dramatic product improvements are costly. During the past two years octane increases alone added about 25 million dollars per year to our continuing operating costs.

WAGES—The money you pay for RED CROWN helps, too, to pay the wages and salaries of the 52,000 men and women in our immediate "family". They are people like yourself who have had to meet rising living costs. General wage increases of slightly over 4 percent and 6 percent in 1955 and 1956 increased our costs about 28 million dollars annually.

SERVICE—Your Standard Dealer is an independent business man in a keenly competitive business. A few cents per gallon mark-up is all that competition allows him if he is to attract and hold your business. This modest mark-up enables him to offer and maintain essential services for car owners. At the same time, it must help cover his many costs and earn him a fair profit.

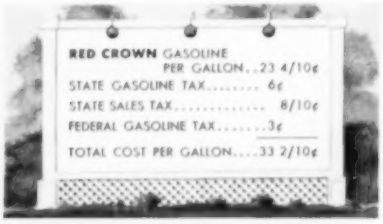
*** WHAT MAKES A COMPANY A GOOD CITIZEN?**

Because gasoline is widely used and needed, its price is a matter of interest to a great many people. The communities in which we live and serve are entitled to information this company can give them on factors affecting gasoline prices.



Modern gasoline quality represents tremendous investments in better facilities and processes, and in research. Yet in America today an hour's pay buys more than half again as much gasoline, excluding direct taxes, as it would fifteen years ago.

In the last 15 years Standard Oil salaries, wages and benefits on the average have increased about 170%. This is important to each Standard Oiler and important to the welfare of the communities where our "family" members live and work.



The taxes you pay on gasoline—equal to 42% of the price of the gasoline itself in mid-Michigan—help to build and maintain Michigan's expanding highway system. You pay these direct taxes whenever you buy gasoline.

STANDARD OIL COMPANY STANDARD

Cary Byerly, First Assistant Superintendent, Dies

Again, a fine educational leader has been called into the great beyond. On Mar. 26 Cary Byerly, first assistant to the superintendent of public instruction, died quietly in service—in the midst of a meeting wherein he and others had discussed educational problems in Illinois. He died, as he served, in full dedication to the profession which was his, and to the schools it serves.

Cary Byerly was always a sincere, hard worker for the cause of public education in all of its reaches; he left his influence in many councils. Courageous in administration, keen in evaluation, quickly discerning of that which was right, and forceful in his own convictions, he gained and merited the esteem which was his. Cary leaves a young family, a host of friends in his church, and professional colleagues everywhere who loved and admired him. His impress is written indelibly in the hearts and minds of many.

Cary literally gave his life to public education, speaking and laboring for its protection and improvement. The best tribute educators can give in his memory, is a firm resolve to do likewise. Cary died that others might be well prepared to live.

—Irving F. Pearson, IEA Executive Secretary

Trials of Teaching Are Myriad, Unchanging

". . . It seems that the home, the church, the business world, the state have turned to us alone to train the citizens of tomorrow in everything, from the use of a toothbrush to the choice of a vocation and the casting of an intelligent vote. The classroom teacher must welcome the American infant of four or five, take off his overshoes and mittens, amuse him, and teach him correct table manners and an infallible code of morals. He must be taught how to dance and how to say the blessing at the family table. He must be taught to be clean and to treat the rights of others with respect. . . .

"He must, under the supervision of teachers, be guarded against all diseases, protected from all germs, inspected by dentist and oculist and physician. He must, as he progresses, be taught more of literature, history, and science than college professors used to know, yet he must be as accurate and rapid in his calculations as the adding machine. He must be correct in speech, no matter what sort of language he hears [out of] the classroom.

"He must be polished and broad-minded, alert, shrewd, and keen, no matter what his years and temperament. He must be honest and steady, despite his heredity. He must be a skilled workman. He must become an intelligent, reliable citizen. If he does not develop into such a paragon of perfection under the influence of his teachers, who have him a few hours a day for nine months for eight or nine years, it is proof that his teachers have been negligent and that the school is a failure!

"After dismissal, when all the youngsters have been buttoned up, booted, and spurred, and sent to the home which complains that school hours are too short, his teacher must refresh herself by meetings with supervisors, by calls upon all the homes represented in her school, by joyous attendance of the parent-teachers association, by inspection of the home gardens, by reading a paper at the club, by showing a lively interest in the civic league, by singing in the community chorus, by teaching a Sabbath-school class, and by taking a correspondence course in the university lest she become stale and rusty. She must always be dressed neatly and in good taste, and be sweet, sympathetic, and charming in manner!

"And in return for these things she shall be rewarded with a wage less than that which the brickmason receives! The classroom teacher is by all odds the rarest bargain that the public sees."

—Taken from an address presented at the NEA convention of 1917.

Losers Weepers?

Not when you carry First National City Bank Travelers Checks

No, little girl! Your Daddy always carries safe First National City Bank Travelers Checks—and they're promptly refunded if lost or stolen. Famous for over 50 years! Backed by America's greatest world-wide bank, they're spendable everywhere! Cost only $1 per $100. Good until used. Buy them at your bank.

FIRST NATIONAL CITY BANK TRAVELERS CHECKS

Backed by The First National City Bank of New York
Member Federal Deposit Insurance Corporation

*FINANCIAL REPORT
for
Horace Mann Mutual Casualty Company

Springfield, Illinois
As of December 31, 1956

ASSETS

Cash	$ 735,317
Bonds	2,188,795
Stocks	498,758
Real Estate	252,034
Mortgage Loans	302,862
Premiums in course of collection	13,656
All other assets	57,625
TOTAL ADMITTED ASSETS	$4,049,047

LIABILITIES

Loss and Adjustment Expense		$1,127,329
Unearned premiums		1,224,380
Taxes due or accrued		106,442
All other liabilities		42,938
Total liabilities		$2,501,089
Guaranty Capital	$ 400,000	
Earned Surplus	1,147,958	
Surplus to policyholders		1,547,958
TOTAL		$4,049,047
Premiums Written During 1956		$4,112,821
Increase in Premium Over Last Year		12.5%

*The world's largest policyholders' reporting service—Dunne's Insurance Report, says of this financial statement "Our analysis reveals that this company had $161 of assets for each $100 of liabilities. In our opinion its surplus position is very strong."

THE ONLY INSURANCE COMPANY SPONSORED BY THE I.E.A.

Horace Mann INSURANCE COMPANIES

216-220 East Monroe
SPRINGFIELD, ILLINOIS

TEACHERS SPEAK UP

Elementary Teacher Agrees All Should Teach English

Dear Mr. Corn:

I, too, wish to "speak up" and state my agreement with your thinking which you expressed in the article, "Major Problems in English Would Be Solved If All Teachers Accepted Their Responsibility," published in the January, 1957, issue of ILLINOIS EDUCATION.

To agree is to believe that all effective teaching is in relationship; when this relationship between English and other subjects is recognized by teacher and pupil, the needs can be supplied and satisfied if all teachers accept this—their rightful role in the teaching of English.

Thus, scholarship would be acknowledged as a true basis for education and each individual would more nearly become all he is capable of becoming.

—DORIS BOWERS, elementary teacher, Belleville.

Teachers Use Articles In College Graduate Work

Dear Mrs. Richard:

. . . May I say that more and more my graduate students—who, for the most part, are teachers regularly employed—refer to articles and items in ILLINOIS EDUCATION. This was especially true during the past semester when I taught a course in elementary school administration and you carried some good articles related to subject matter of that course. You are doing a good job.

—ROBERT F. TOPP, dean, National College of Education, Evanston.

We try to include a variety of articles so there will be something of interest for everyone. With the various grade levels, subject-matter areas, etc., it sometimes is difficult to do. If in-service teachers have found articles which are of particular help to them, part of our responsibility has been fulfilled.—Ed.

Too Many Non-Teaching Duties Make Teaching Unattractive

Dear Mr. Vick:

You requested that I let you know why I am leaving the teaching profession. . . . I found that I had to neglect teaching in order to patrol halls, sell tickets at athletic and social functions, organize social organizations, and help publish school papers and books. The time for such activities was not during school hours, but on my time after school and weekends. Besides all this, there are papers to grade and plans to make.

I have also found it is one of the most underpaid professions in America with little or no chances for advancement.

It has also been evident that the role of a teacher is no longer one of teaching, but of keeping the children happy. Whether they learn anything or not is unimportant; the main thing is to keep them happy, and by so doing the parents and community happy. . . . I guess, to sum it up, I could say I am just disgusted with teaching. . . .

—JOSEPH C. BAGLEY, 466 South Ringold Street, Janesville, Wis.

from Cover . . . to Cover

OUR COVER expresses the universal reaction of youngsters in the spring—suddenly released from the necessity of sitting quietly in a warm schoolroom working at tasks far removed from dodge ball, skip rope, and marbles. The photo is from Eastern Illinois State College.

WHO WILL TEACH these active boys and girls, and their older brothers and sisters? Our study unit this month is devoted to the reasons for teacher turnover and to the present teacher supply situation. It begins on page 363. I think educators and lay groups as well will find many interesting facts concerning the future of our schools.

SCHOOL LEGISLATION is critical at this time. Your support and that of your legislators is necessary if our school districts and the boys and girls and teachers within them are to have adequate support. Two brief articles regarding the legislative outlook are on page 348. Read them and heed them.

SUCCESS STORIES, or "how we did it at our school," are usually interesting to other teachers. We always have a number of requests for articles of this type. This month we have included several rather short "Here's an Idea" items which tell just such stories.

A LONGER SUCCESS STORY, beginning on page 360, tells how the East Peoria schools conducted a campaign to improve students' performance in spelling and grammar usage. Even Roy Rogers got into the act. The article is by Don Shute, who did a "Teacher Talk" column for us a couple of years ago.

A TRIBUTE to a former teacher, published recently in a metropolitan newspaper, has been reprinted on page 355. You will be interested to know that Miss McCall was an Illinois teacher, and that the incident occurred at Galesburg, Ill. The author writes, ". . . I do not know much about today's teachers, but back in the '70s there were many such dedicated women as Ida McCall, at $30 a month."

A NEW TWIST in teacher education has been put into practice by Northern Illinois State College. Read about their outdoor education program for elementary teachers-to-be; the article is on page 350.

A PLEASANT VACATION to all of you from the editorial staff. Enjoy yourselves, at summer school or traveling around the world or just fishin', and we'll see you again come September.

—*The Editor*

Volume 45, No. 9
May, 1957

ILLINOIS Education

Publication of the Illinois Education Association

Francine Richard, Editor
Joan Truckenbrod, Editorial Associate
L. R. Grimm and C. E. Vick, Contributing Editors
Irving F. Pearson, Consulting Editor

FEATURED THIS MONTH

348 Test Year for Illinois Schools, *Irving F. Pearson*
348 The Case for Junior Colleges, *Hal O. Hall*
349 Growing With 'PEP'
350 Teacher Education Moves Outdoors, *Donald Hammerman*
352 NEA Centennial Convention
354 A New College for a New Day, *Louis W. Norris*
355 The Woman Who Taught Me to Live, *Earnest Elmo Calkins*
356 The Junior Museum, *Ray Broekel*
358 The Problem of Education, *Marion B. Folsom*
359 The ABC's of Education, *Charles E. Howell*
360 A Plan for Better Performance, *Don Shute*
362 TEPS Sponsors Conference on Teacher Education
363 Teacher Turnover and Teacher Supply, *Frank E. Oneal*

REGULAR FEATURES

381 Audio and Visual
381 Calendar
380 Current Publications
345 Editorially Speaking
378 It's News to Us
368 News
346 Teachers Speak Up
377 Yours for the Asking

Copyright, 1957, by Illinois Education Association
Permission to reprint granted on request.

EDUCATIONAL PRESS ASSOCIATION OF AMERICA

Published monthly except June, July, and August by the Illinois Education Association. Publication office, Kable Printing Co., Mt. Morris, Ill. Editorial office and headquarters, 100 East Edwards Street, Springfield, Ill. Entered as second-class matter Sept. 28, 1954, at the post office at Mt. Morris, Ill., under the Act of March 3, 1879. Acceptance for mailing at special rate of postage provided for in Sec. 34.40 (2), Act of Feb. 28, 1925.

Subscription price $2 per year, 35c per single copy. Payment of dues entitles IEA members to receive ILLINOIS EDUCATION. *Microfilm copies* of current volumes may be purchased by subscribers from University Microfilms, 313 North First Street, Ann Arbor, Mich. Rates comparable with ordinary library binding. *Notice of change of address* should be filed immediately with ILLINOIS EDUCATION, 100 East Edwards Street, Springfield, Ill. Both the old and the new address, and the IEA division in which the person is enrolled, should be listed. *Manuscripts and correspondence* should be addressed to the editor at 100 East Edwards Street, Springfield, Ill. Deadline for news and calendar items is the first of the month preceding month of issue. No remuneration. *Advertising rates* will be furnished on request.

Officers: President, W. J. Goreham, superintendent, Jamaica Consolidated High School, Sidell; directors, Mildred Toomey, teacher, Woodrow Wilson Junior High School, Wood River, A. W. Boley, principal, Central Junior High School, Kewanee, and W. S. Albertson, supervising principal, Whittier School, Oak Park; legislative chairman, Bertrand L. Smith, superintendent of schools, Oak Park; association membership and finance chairman, Edith P. Rosenstiel, assistant county superintendent of schools, Galena; public relations chairman, Earl H. Hanson, superintendent of schools, Rock Island; treasurer, W. Stewart Williams, field assistant, Illinois Education Association, Springfield.

Staff: Irving F. Pearson, executive secretary; Lester R. Grimm, director of research; Wayne A. Stoneking, research assistant; Francine Richard, editor; Joan Truckenbrod, editorial associate; Claude E. Vick, director of professional and public relations; Wendell C. Kennedy, assistant director of professional and public relations; W. Stewart Williams and Helen K. Ryan, field assistants downstate; Frank K. Balthis, field assistant in Chicago.

Legislatively speaking, 1957 is a

Test Year for Illinois Schools

By IRVING F. PEARSON, *IEA Executive Secretary*

THE 1957 70th General Assembly of Illinois will determine whether Illinois schools are to progress or deteriorate in many districts! The actions of teachers and their leaders, and of school boards, parent-teacher groups, and other interested citizens, will have a great deal to do with the final determinations. What they do now—or do not do—will definitely affect the course of public education in Illinois!

Will state aids to the schools be further reduced in ratio to the costs of education? Already Illinois is low in the list of states in this respect. Will the local property tax be loaded with additional burdens because the Illinois legislature and governor fail to provide sufficient state appropriations to help meet the costs of increased enrollments and other higher costs? Will Illinois oppose federal aids—and at the same time reduce the proportion of state aids to school costs—and still limit local support ability?

Is there to be emphasis upon substandard teaching—reduced, rather than improved, teachers salaries? Are classrooms to be more crowded? Are educational offerings to be reduced? Are colleges to be denied the support they need for new buildings, expanded staff, and equitable salaries? Are needed improvements regarding teacher welfare to be shelved simply because the legislature and the governor fail to provide the ways and means whereby schools and the state can do what the constitution directs shall be done in behalf of a good and efficient system of free schools?

Are the people of Illinois to see their graduates in education flock to other states which face their school needs more realistically? Are more capable teachers to leave Illinois schools for business, industry, and government, or to go to other states, simply because Illinois fails to provide according to its ability to provide?

Is Illinois going to be able to measure up to its present and future greatness by providing *now* the ways and means whereby education may measure up to these needs? How can Illinois citizens and their representatives in government deny to the schools and their teachers the support they need, and at the same time expect them to maintain the educational standards a great and growing state must maintain to insure its continuing greatness? Is education really an "Investment In People," as the national Chamber of Commerce so long has stated? If it is such an investment, how can the people *afford* to deny the appropriations necessary for it?

The answers lie, of course, with the people and their representatives in government. They in turn will be determined by what teachers, school boards, and civic leaders and their organizations do or do not do. The issues are crucial!

The Case for Junior Colleges

By HAL O. HALL, *Superintendent, Belleville Township Junior College*
Legislative Chairman, Illinois Association of Junior Colleges

AS THERE is increasing competition for the state's tax dollar, it will be increasingly difficult for the schools—kindergarten through the graduate schools of the state universities—to get the funds which are needed to maintain our several programs of educational services.

For this reason, it is very important that public junior colleges be encouraged to expand until eventually there is a college within commuting distance of every high school graduate in Illinois. I say this because I believe the junior college is the most economical means of extending higher education. If this economical means is not used then a more expensive one will be employed, because one way or another the needs in higher education will be met.

To illustrate the economy of junior college operation, let me say that in the last biennium the General Assembly appropriated $154,000,000 for the public colleges and universities of this state (not including the junior colleges). These institutions enrolled in 1955 about 45,000 students. In the last biennium the legislature appropriated $2,250,000 for the junior colleges; in 1955 the public junior colleges of Illinois had a total enrollment of 22,000. Roughly speaking then, the junior colleges enrolled about one third of all students attending public colleges and universities and received less than 2 percent of the appropriation for higher education.

In this biennium, we are asking that the per capita grant for junior college students be raised from $100 to $200, and requesting for this purpose an appropriation of $4,310,800. We expect to enroll from 25,000 to 27,000 students in all public junior colleges in this biennium. This request is far less than 2 percent of the requests of the public colleges and universities for funds for operation and building.

If our request is granted there are from 20 to 25 strong communities in Illinois that will have a junior college within their grasp, financially speaking. Junior college operation is economical because the lo-

(Continued on page 367)

What's all this PEP stuff on toppa' my head?

—Photos by Constance Baumister

SHUT UP A MINUTE and I'LL TELL YA

It's the Proposed Expanded Program—a stepped-up effort by NEA to help us do a better job of teaching. We'll get more field service, a stronger legislative voice, and help from great lay organizations in telling the school story. Heck, all sorts of things.

YES, BUT WHAT ABOUT . . .

. . . better salary scales? Who's going to help us there? And how can we get people to understand what we're doing in the classroom? If you ask me, we'd better advance teacher welfare. And get ourselves more research, more professional publications, and stronger defense against unfair attacks. If that's what PEP means, I'm for it.

YOU'RE RIGHT, SON . . .

That's what PEP means . . . and more. Veteran teachers like us realize how much there still is to learn and how much help we can get through the NEA. With enrollments getting bigger all the time, we can use all the PEP the NEA can give us. I'm going to keep on growing with PEP. How about you?

Teacher Education Moves Outdoors

Each elementary major at Northern Illinois State College spends some time at the field campus.

By DONALD HAMMERMAN
Program Director, Lorado Taft Field Campus, Northern Illinois State College

COLLEGE STUDENTS majoring in elementary education are taking to the woods at the Lorado Taft Field Campus of Northern Illinois State College. This is a part of their teacher-education program.

In recent years there has been a trend in public school systems across the country toward outdoor education. One of the aspects this trend has taken is in the form of school camping—which means that a classroom teacher and his students pack up and leave the school community for a week of living and learning in the larger classroom of the out-of-doors.

Many educators long have known that there are numerous worthwhile learning experiences to be had outside the four walls of the classroom. The thinking behind this has probably been stated best by National Camps' L. B. Sharp: "That which ought and can be taught best inside the classroom should be taught there, and that which can be learned best through direct experience with nature should be learned in the open."

Implications for Teaching

This realization of the inherent values of learning through direct experience has important implications for present-day teacher education. School systems all over the country are asking for teachers who are qualified and trained in utilizing the out-of-doors as a means of learning. Outdoor education is not a cure-all or a panacea for the ills of modern education; it is merely another teaching medium through which the teacher, by providing first-hand experiences for his students, can attempt to enrich and make more meaningful the kind of verbalistic learning which is a by-product of textbook knowledge alone.

Program Is Established

Realizing the importance of preparing future teachers who would be acquainted with opportunities for learning in the classroom of the outdoors, and who would be capable of utilizing them to their fullest educational potential, Northern Illinois State College secured and developed a 66-acre branch campus on the Rock River near Oregon, about 35 miles from the main campus. This unique program of teacher education is in its third full year of operation.

At present every sophomore, junior, and senior student majoring in elementary education spends from a half to a full week at the field campus. These successive exposures to outdoor education are in a planned sequence so that by the time a student graduates he has a good, basic working knowledge of the possibilities of using the outdoors as a laboratory for learning.

Sophomores spend two days at the field campus exploring the environment, with special emphasis on investigation of the learning process. Juniors are at the Taft Campus for a three-day period, during which time they attempt to see how the elementary curriculum can be supplemented with direct experiences. A group of elementary school children are scheduled for one day so the college students have an opportunity to test some of these new-found methods of "exploratory learning" in a laboratory situation.

Seniors spend a full week of "school camping" with children. Senior students serve as resource persons and guide the children in carrying out their planned program. It is a rather unique supplementary student-teaching experience.

Before leaving the main campus, each class sets up goals and purposes to determine the kinds of experiences which the students feel are necessary to their preparation as teachers. For example, some classes have come to the field campus with the following purposes in mind: 1) to have experiences which can not be had in the city, 2) to improve techniques in planning and evaluating, 3) to learn to use the natural environment as a teaching medium, 4) to understand the interrelationships between living and non-living things, and 5) to learn to respect, appreciate, and conserve the outdoors.

Group Living Has Meaning

Some groups are particularly interested in the group dynamics of this total living experience, and have objectives such as: 1) to learn to live and work together as a group, 2) to work democratically and still meet individual needs, 3) to understand and appreciate one another's points of view, 4) to understand the differing roles which individuals assume, and 5) to participate more effectively as a member of a group.

Each group plans a variety of activities which will help the students fullfill both their group and individual goals. General objectives are set up for each subject-matter area, and then direct experiences are planned to satisfy these objectives.

For instance, general objectives in the area of arithmetic would be: to use standard measuring instruments; to understand the relationship of

arithmetic to every-day living; to learn to estimate distance, quantity, and time; and to apply arithmetic skills to first-hand outdoor experiences.

Activities which would meet these goals might include measuring the circumference of trees or a surface area for map making; estimating the height of a tree, the time of day, or the distance hiked.

Language Arts Goals

General objectives in language arts would be to write legibly and spell correctly, express oneself well in written and spoken words, and read and interpret correctly. Camp experiences which might foster such goals would include planning the weekly program, discussing activities, keeping field notes, using the library for research reading, and identifying and labeling specimens.

Goals in social studies might include creating an interest in local history, developing democratic procedures, understanding the relationship of man and his environment, and understanding local government.

Experiences could include a study of the local community, visits to local spots of historical interest, and organizing a community government.

In earth and natural sciences, some of the general objectives might be to understand the interrelationships and uses of plant and animal life, the need for conservation, the history of rocks, soil formation, causes and effects of erosion, and some basic forces which determine our weather.

Activities could include collecting of specimens—small animals for a terrarium, leaves, flowers, seeds, insects, unused birds nests, rocks, fossils, minerals, soils, etc.; observing field animals; using a microscope; visiting a conservation farm; locating major constellations in the night sky; and making weather observations and predictions.

Health, PE Objectives

Health and physical education goals would be to keep physically fit and to practice good health habits, to plan wholesome use of leisure time, and to develop an awareness of safety habits outdoors.

These goals could be fostered through such activities as sports, outdoor games, dancing, indoor games, etc.

—NISC Photo

FUTURE TEACHERS discover many possibilities for creativeness in working with native materials during their stay at the Lorado Taft Field Campus of Northern Illinois State College. This introduction to outdoor education is a part of Northern's regular teacher-education program.

General objectives in the area of arts and crafts and music should give students an opportunity to explore a variety of media, with emphasis on the use of native materials; encourage the expression of ideas; develop interest and skills which will lead to profitable use of leisure time; and show the relationship of art and music to different cultures. Activities in this area might be coloring, sketching, drawing, and painting; modeling with clay; wood carving; group singing; and making games equipment.

The response of students to this kind of education has been quite enthusiastic. For most students, it is the first time in their college careers that they have had the opportunity to live together and function as a class from day to day for any length of time. The students seem particularly to enjoy the socialization and the increased awareness that each person comes to have for other members of the group as unique individuals.

'Eyes Have Been Opened'

In addition, they indicate that in many instances their eyes have become opened to teaching situations hitherto unknown to them. One student expressed his reactions in this typical fashion: "It was the type of experience which certainly could not have been obtained in a classroom. In some cases our planned activities suggested specific teaching methods to use, while at other times we were able to get ideas from informal conversations."

Another student teacher was moved to create the following lines of verse, which she entitled, "Blindness":

We walk through life with open eyes,
Yet few do really see
For Nature's many beauties, our ignorance denies
Lost in a living world, but environment unknown
Unable to call by name—
A tree, a bird, a stone
Acquaint us with God's wonders
That we may see again
We'll never walk in darkness if Nature is our Friend.

—Photo courtesy of School District of Philadelphia

Philadelphia invites you to the

NEA Centennial Convention

CENTENNIAL CELEBRATION and decisions on issues of major importance will make the 1957 convention of the National Education Association a significant occasion. The meeting will be held from June 30 to July 5 in Philadelphia, where the NEA was founded.

Plans long have been in the making for this convention and the entire centennial year. This year's theme, "An Educated People Moves Freedom Forward," has been known for some time; it is being used nationwide throughout 1957, to "promote" education.

Besides hearing prominent speakers and transacting important business, delegates to the convention will be on hand for the "first day of sale" of a commemorative postage stamp honoring the teachers of America. Edgar B. Wesley, author of *NEA: The First Hundred Years,* will be there to autograph copies of his centennial history sold at that time. Also, it is planned that the NEA centennial song will have its official NEA performance during a Sunday evening concert by the Philadelphia Symphony Orchestra.

To Consider Extra Items

Six business sessions will be necessary, for the first time since 1953, because of extra items of business. The Proposed Expanded Program for the NEA is one of the important issues delegates will consider; it will be presented early in the week and the ballot cast on July 3. A general revision of bylaws is another important item on the convention agenda.

Classroom Teacher Night, July 2, will feature the usual banquet and an educational revue, "Schools on Parade," by the Philadelphia Public Schools.

Other preparations Philadelphia is making for this convention include exhibits throughout the city by various groups and institutions. Delegates will be invited to participate in the big Independence Day celebration and to visit the many historic shrines in the "City of Brotherly Love."

Speakers scheduled to address the convention include Bruce Catton, author of Civil War history and editor of *American Heritage;* Mr. Wesley; NEA Pres. Martha Shull and Executive Secretary William G. Carr; and Sir Ronald Gould, president of the World Confederation of Organizations of the Teaching Profession.

Representatives from institutions

of higher education and national organizations interested in education have been invited to a special convocation on July 3; speakers will be James B. Conant, former US ambassador to West Germany; Waurine Walker, director of Teacher Certification and Professional Standards for the Texas Education Agency and past-president of the NEA; and Norman Cousins, editor of the *Saturday Review*.

The first full day of the convention—Monday, July 1—will be Department Day, when NEA departments will hold meetings and special functions. Commissions and committees will hold open meetings July 2 in the afternoon.

The air-conditioned Convention Hall will house more than 200 commercial exhibits, many displays by NEA departments and divisions, and a "Children's Art Exhibit" prepared by the National Art Education Association.

"Circles for delegates" will be held Thursday afternoon for discussion of the Proposed Expanded Program and follow-up of the Centennial Action Program, which will conclude with the convention.

Delegations from the various states will assemble Tuesday morning. States will have headquarters rooms and individual exhibits, which they did not have last year because of limited hotel space.

The traditional President's Reception will follow a general session Wednesday evening. Friendship Night is on Thursday, when delegates will meet candidates for NEA offices. A special fireworks display featuring the NEA will be provided by a local newspaper.

Yes, Philadelphia is preparing for a big occasion. From 15 to 20 thousand educators and friends of the profession are expected to attend this centennial convention—probably the "biggest," in all respects, in the history of the NEA.

Stamp Honoring Teachers and NEA Will Go on Sale at Philadelphia Convention

A United States commemorative stamp to honor "the School Teachers of America" has been announced by Postmaster General Arthur E. Summerfield; its appearance is planned to be on July 1 to coincide with the great centennial convention of the National Education Association in Philadelphia.

Millions of stamp collectors, young and old, eagerly await the appearance of commemorative stamps. Usually more than 300,000 "first day covers" are mailed on the date of issue. Collectors seek the entire envelope with its new stamp and the cancellation identifying the first day of sale.

Teachers, their schools, and their professional organizations will want to make

the most of the recognition afforded by this stamp for America's teachers. Here are some things you can do.

Your local association, division, or section will want to plan its stamp orders for a long time ahead, so that a supply to last for at least an entire year can be secured from your local post office.

Check with your postmaster before July 1 to see when the stamp will be on sale in your area. Arrange to have a group of educators, school board members, and civic-minded citizens make a small ceremony of the first sale in your city. Have a news photographer present. They like this kind of picture.

Schools Can Buy In Quantity

Encourage your local school system to buy large quantities of the teachers stamp. Trucking concerns, light and power companies, and several professions and occupations are still using the commemorative stamp released some years ago, thus extending stamp honors for many months.

As a teacher you can do a nice favor to your pupils whether they collect stamps or not. Patronize the "cover companies" who prepare attractive envelopes to be mailed with the new stamp. Secure a quantity of these special envelopes (or use blank regular-sized ones); address them to your pupils individually, and to your friends. Write a brief note and enclose it in the envelope. Then send these "covers" in a larger envelope to the Postmaster, Philadelphia, Pa., before July 1, with coins or money order to cover the postage exactly. He will mail them for you.

There will be a variety of souvenir cards and envelopes for sale by cover dealers for use with the teachers stamp. They will be on sale in Philadelphia on the day the stamp is issued and for some time thereafter. These make nice gifts to your pupils. If you have been failing to encourage young stamp collectors to use their hobby in the classroom, here is a wonderful chance to start.

"The School Teachers of America" stamp will pay homage to our profession; as citizens use and collectors hoard these new stamps, millions of Americans will offer their sincere tributes to America's teachers.—FRANCIS W. BEEDON, instructor, Muskegon Community College, Muskegon, Mich.; member, NEA centennial stamp committee.

PLATE A

PLATE B

DINNER PLATES commemorating the centennial of the National Education Association have been designed and placed on sale. All proceeds will go to the NEA Building Fund. Plate A carries in gold and delft blue the official NEA seal as adopted in 1909, the centennial theme, and 13 stars—honoring the 12 states and the District of Columbia which were represented by the founders at the first association meeting in Philadelphia in 1857. This 10½-inch china plate has a matching delft blue border, surrounded by a narrow gold band. Plate A costs $5, including all tax and mailing costs. Pictured on Plate B is the architect's drawing of the completed NEA Center in Washington, D.C. This 10½-inch ceramic plate is off-white with a narrow gold band on the rim; the building is in deep blue-green, similar to the color of the actual building. Plate B costs $3, including all tax and mailing costs. Plates will be on display in Philadelphia and may be ordered there. Order forms for immediate delivery are available from NEA Staff Organization, 1201 16th Street NW, Washington 6, D.C.

a new college for a new day

MacMurray for Men will be a new educational experiment for the Midwest.

By LOUIS W. NORRIS

President

MacMurray College, Jacksonville

A NEW EDUCATIONAL experiment in the Midwest will begin next September when MacMurray College for Men, in Jacksonville, opens with its first class of 100 or more students. The new college will be "coordinate," rather than coeducational, with the present 111-year-old MacMurray College for Women.

There are in the nation only a few examples of plans similar to this educational system—e.g., Harvard-Radcliffe, Brown-Pembroke, and Hobart-Smith—and none will be altogether like it. Most other colleges in the country have not attempted such a system because of restrictions that are legal, financial, social, or academic. No women's college has created a men's college to be coordinate with it in this sense. At MacMurray, the term "coordinate" means that the two colleges will remain largely independent of each other yet cooperative in some areas. Separate classes for men and women will be maintained during the freshman and sophomore years. Mixed classes will be reserved for juniors and seniors.

Student government and extracurricular activities will be kept entirely separate. In this way, each college will set its own pace and nurture its own traditions. However, the colleges will be served by the same board of trustees, president, administrative staff, and faculty. In addition, the colleges will share some of the same classroom buildings, library, laboratories, theater, music hall, and chapel.

Three Courses of Study

MacMurray men will be offered three special emphases in education to supplement the program now offered to women. These studies will be in the areas of science; business and finance; and pre-professional courses in theology, law, medicine, engineering, dentistry, and public service.

These courses of study will be wanted in a basic liberal arts program, which has been characteristic of the woman's college. Undergraduate students can choose from among three degrees—bachelor of arts, bachelor of science, or bachelor of music. All four divisions of the college offer work leading toward the bachelor of arts degree—which include the departments of humanities, social science, science and mathematics, and fine and applied arts. Bachelor of science degrees are offered in the departments of home economics, special education, physical education, and economics-business.

The class of 1960 will live in the first of five $500,000 men's residence halls. This first residence, called Blackstock House, is now under construction. Housing for 600 students will be provided by 1965. The 10-year program envisions a total of 14 new buildings—five men's dormitories, science hall, engineering hall, field house, student union, women's dormitory, fine arts building, administrative building, library addition, and health center.

Accommodation Without Competition

Why coordination instead of coeducation? MacMurray believes, first, that by having separate but equal facilities for men, more students can be accommodated without sacrificing the opportunity for women to compete with members of their own sex for classroom honors and extracurricular positions.

Mixed classes introduce an artificial factor into the learning situation—namely, the woman's social status. If she appears too brilliant, or too dull, her social status with men may be jeopardized. As a consequence, she is cautious. But learning requires that no such caution inhibit natural curiosity. By the junior year students are adjusted to college to such a point that this factor is less significant.

Plan Avoids Subordination

To the rejoinder that women need to learn how to live and think with men since that will be their lot after college, it may be replied that they can do this better after they have tried their own powers first. The male mind may be a stimulus to the female mind, but the latter should be allowed to develop itself without self-consciousness first. The custom that requires women to be subordinate to men is deep-rooted indeed.

Another factor in the MacMurray plan of expansion has been the desire to keep the expansion of Protestant church-related colleges somewhat comparable to that going on in state and Catholic circles. With the doubling of college enrollment

in the next 10 years, the church-related college that does not expand will in effect be diminishing in its influence. The educational pattern of the country will remain the more healthy, the more balanced it continues to be.

Minimum Capital Outlay

Since this new program will invoke a larger use of the present investment in plant, staff, and endowment, the expansion will mean a minimum capital outlay. With some of the same buildings used by men as by women, the service rendered the educational world by these buildings will be greatly enlarged. By holding the operational costs for administration fairly constant, while the student body doubles, the ratio of overhead to each student will decline sharply. This is greater economy in any period, and particularly so in this time of inflation.

A further merit in the coordinate college system lies in the balanced social community it will create. The ratio of college women to college men in Jacksonville now is about three to one. By establishing a college for men who will have social, cultural, moral, and academic backgrounds comparable to those of the women, a more congenial social situation will be the outcome. The selection and supervision of men students in the new college will give the opportunity to improve the social life of women, rather than distract it, as some have feared.

MacMurray Accepts Challenge

The MacMurray women are accepting the challenge to help set the pace by which the men's college will operate. Conscious that men are likely to respond to what women expect of them, the MacMurray women are game for the new venture. They will retain all the opportunities for student leadership and participation in academic life that they have had. The men will become their competitors in their own league, and in their own way. This will mean educational companionship without domination by the male.

This tribute to a school teacher was written "to show some appreciation of a large body of underpaid and often devoted people."

The Woman Who Taught Me to Live

By EARNEST ELMO CALKINS

Author of "They Broke the Prairie," etc.

RECENTLY, in *This Week*, Mr. Bernard Baruch suggested that it would be a good thing if more of us would speak up in grateful praise of those teachers who helped and inspired us to make the most of life.

I knew one such and I owe her a great debt. For at a critical time in my life she gave me a lesson in the art of successful living that solved my greatest problem.

Ida McCall taught Latin more than 70 years ago in a small western town; she also taught character, as you will see.

I was deaf when I reached high school and becoming deafer. I was discouraged, rebellious, ruefully contemplating what I was missing in the class and on the playground. Miss Ida took me out of the class and taught me in her own time. I had been reading voraciously since I was four years old, but she taught me *how* to read—how to get the most out of books.

Ever since, books have been my greatest recreation throughout a long life. Finally out of that rare sympathy and understanding that was hers she gave me a point of view that has made even deafness add spice to living.

For one afternoon at the end of our lesson she spoke the words that have been my talisman for 73 years:

"Earnest," she said, "I want you to succeed not in spite of your deafness but on account of it. In short, don't fight it—use it." Few philosophers have said anything wiser.

"When one loses a sense," she continued, "the remaining senses mean more; they acquire new dimensions, greater possibilities. The same thing is true of practically all handicaps. If you ignore what you cannot have, then you are more likely to make the most of what is left."

With those words as my precept, life shaped itself around my handicap as you have seen a tree adapt itself to a rock embedded in its roots. Almost unconsciously I found rewarding interests and occupation.

When deafness forced me out of my job I made a new career of writing. Now at the end of 88 years, I can honestly say that I am never bored, never at a loss for something to do. Solitude has no terrors for me, for Miss Ida taught me to make those saved hours rewarding.

Deafness has given me more than it has taken away.

The happiest fact about Miss Ida's advice is that it is not for me alone, not merely for the deaf, but for everyone who faces a handicap or setback of any sort. For all of us, there is a challenging ring to her words: "Don't fight it—use it."

Reprinted from This Week magazine. Copyright 1956 by The United Newspaper Magazine Corporation.

Science teaching materials are no problem in Jacksonville. Students are taking advantage of an expanded program and many resources available in

The Junior Museum

By RAY BROEKEL

Director, Junior Museum
Jonathan Turner Junior High School, Jacksonville

AN ENRICHED SCIENCE program is available to pupils in Jacksonville when they reach the fifth grade. Although special classes have been in operation for several years, a Junior Museum Room in the new Jonathan Turner Junior High School makes the program a modern reality.

"Extracurricular" classes in science are being held during the summer and on Saturday mornings during the school year.

Two years of planning for the museum began with observation of similar projects on the west coast, where they have become quite popular. Details were collected through correspondence with junior museums all over the country.

Approximately 50 pupils enrolled in the first program in June, 1956. It was housed in an overcrowded science room. Pupils who participated, from grades five through 11, were recommended by teachers because of interest in science.

Students Were Enthusiastic

Each student attended for approximately 18 hours; no credit was given. Attendance was on a voluntary basis, and there were very few absences. The program consisted of three- or four-hour field trips delving into various phases of natural history.

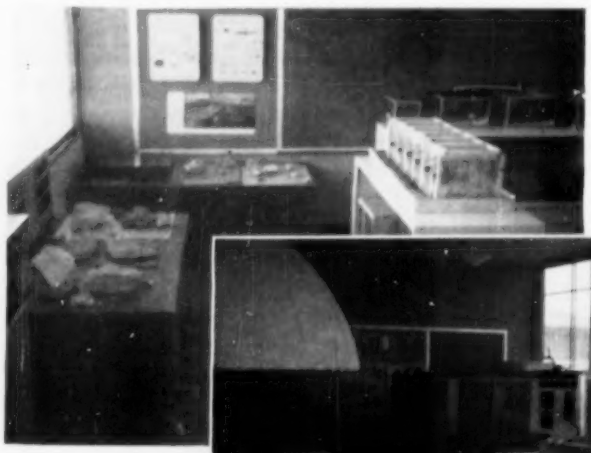
The success of the summer experiment resulted in an enlargement of the program. Anticipating that a new junior high building with the Junior Museum Room would be ready for occupancy in January of 1957, registration was opened for a series of Saturday morning science courses.

Any student from the fifth grade through the sophomore year in high school could sign up for one course. Again no credit was offered, and attendance was to be on a voluntary basis. The registration list was swamped with more than 300 applications — 200 more than had been anticipated. Courses included Astronomy, Geology, Tropical Fishes, Rocks and Minerals, Dinosaurs, and Wild Animal Life.

The summer program for 1957 already has more than 200 enrollees. Courses to be offered are Introductory Entomology, Electronics, Collecting Wild Plants, Birds, Advanced Geology, Advanced Astronomy, Archaeology, Butterflies and Moths, and five beginning Natural History courses. Each of these courses will meet for one full week, for three hours, either morning or afternoon.

The zoo corner of the Junior Museum Room has more than 40 aquaria, cages, containers, etc.—housing specimens such as tropical and native fishes, snakes, lizards, salamanders, turtles, toads, frogs, mice, guinea pigs, and rats.

The zoo is used for research projects and lectures; animals may be checked out by teachers for classroom use. They can be handled safely by classes visiting the museum. Surplus stock is given to pupils to



THESE SCENES are typical in the Junior Museum Room at Jacksonville. Rock collections and the small-animal zoo, below, are two of the types of displays.

Photos courtesy of Ray Broekel

take home if a consent slip is signed by the parents. Future plans will allow students to check out animals just as they would take books out of the library.

A Spitz Junior Planetarium, donated by the Jacksonville Junior Chamber of Commerce, is an important feature of the museum. At the present time it is used by the special science program and by eighth-grade science classes. General programs for elementary and high-school classes will be offered in the planetarium during the coming school year.

Three glassed-in cases and eight specially constructed display tables house a variety of materials, such as rocks, minerals, fossils, petroleum products, insects, sea life, and shells. A 12-sectioned diorama depicts scenes from the lives of famous scientists, and places are provided for special seasonal or temporary displays. These are low enough for even the smallest child to see most of them at eye level.

An enclosed workshop in a corner of the museum provides space for research and special projects. Eighth-grade science classes spend half an hour each week in the museum. A Junior Museum Club and a Geology Club, meeting once a week, have headquarters there.

Class visitations for kindergarten through junior high grades were begun in March. A planned half-hour program, different for each grade level, is presented by the museum staff.

A loan collection for use by classroom teachers is already being drawn upon. Some 40 easily handled display cases may be checked out for one or two weeks. All specimens are labeled and numbered and, in most cases, can be taken out for handling.

Most of the loan collection has been made up by the museum staff, with the emphasis being on displays of flora and fauna of Morgan County.

It is planned, for the coming school year, also to take special programs and lectures right into the classrooms.

No program, no matter how useful or how well carried out, can exist without enthusiastic support. The success of this Jacksonville project is credited to such support by the school board, superintendent, principals, and teachers. They have all realized that this was a natural teaching aid which would enhance for the student not only science, but the whole realm of learning.

Museum Is Ideal Supplement

The program does not redo or overdo what has already been done in the regular science curriculum. Rather it adds to or expands ideas, fields of interest, and experiences which can be only briefly covered in the classroom. Gifted children have been able to explore new fields of science through these facilities.

The Junior Museum Room is a *living* museum, in that a general change-over of exhibits is to be carried out twice a year—during the summer months and the Christmas holidays.

More and more student projects will take the place of adult projects as they are prepared by students under the direction of museum personnel. Many projects stem from the annual Junior High Science Fair.

A Junior Museum is truly a wondrous teaching tool. A fourth-grader, with beaming face, holds a snake for the first time. First-graders (adults as well) gasp with amazement as they see a new-born mouse—pink, bald, and blind. A junior-high student inspects fossils with a hand lens. A high-school student makes a study of meteors.

Here are concrete teaching tools which take the place of thousands of words and pictures.

What's in a Name?

Looking for college students who are Bright and Sharp? You'll find them at Southern Illinois University, where students also are Rude, Cross, Moody, Weary—and Strange, too.

These unusual last names and many others from A (Aaron) to Z (Zurheide) appear in the 1957 student directory, recently issued.

Among the more interesting name combinations in the alphabetical listing for Southern's 6255 students are Pass-Test, Santy-Klaus, Gunn-Duel, Low-Marks, Barr-Fly, and Snow-Ball. Two students have the shortest name listed — Re. Longest name? Tied for the dubious honor are Schwarztrauber and Schneidermeyer, enough to twist any professor's tongue.

Representing the animal kingdom is a small Herd of four Foxes, a Pair of Wolfs, two Piggs, two Birds, and a Swan, not to mention a Salmon, a Trout, and a Bass.

Southern's White, Black, Brown, Gray, and Green students know others who answer to this call of Nations: England, Israel, Holland, Jordan, and Spain. Also on the campus are two Merchants, three Miners, three Brewers, four Farmers, 10 Cooks, and 15 Bakers. There are Carrs, too; four Fords and a Nash. And two students are Dry despite the presence of Nightwine and Beers.

Also on hand are Tom Sawyer, Dry-Bush - Burns, Little - Cash - Bett, Quick-Gamble, New-Moon, Love-Song, Sweet-Bliss.

No scoffing at students' names will come from their teachers, however. The SIU faculty directory includes these gems: Layer, Fishback, Wham, Kitchen, Goldiamond, Rainbow, Savage, Shake, Noe, See, Howe.

Small wonder that names make news!

Here's an Idea . . .

High School FTA'ers Get Teaching Experience

Three future teachers at West Frankfort Community High School are wasting no time starting to get classroom experience. The girls, seniors in the FTA club, help at Franklin Elementary School an hour each day, are graded on their work, and receive one-half credit from high school. Each girl is under the supervision of one or two regular teachers.

The program, which is in its second year and seems to be successful, was initiated by Mrs. Afton Wolfe, sponsor-consultant for the FTA club, and Supt. L. G. Patton. The aim is to give prospective teachers some actual on-the-job experience and a chance to find out for themselves the trials and rewards of teaching.

One of the "fledgling teachers" handles history and arithmetic for the fourth and fifth grades, alternating each week. Another girl has the first and third grades; for one assignment she listens to reading lessons. The third teaches spelling and art to either fourth- or fifth-graders.

Mrs. Wolfe says, "The teachers at Franklin Grade School are highly pleased with what the three girls are doing."

Quantity, quality, and content are the three dimensions of

The Problem of Education

By MARION B. FOLSOM

United States Secretary of Health, Education, and Welfare

It seems to me that, in its broadest perspective, American education is confronted with a three-dimensional problem.

One dimension of this problem is *quantity*. I call attention to one significant fact—a simple census statistic. In this country in 1954, almost twice as many children were born as in 1934. The implications are clear. Our educational system—from kindergarten through college—today is straining to meet the needs of the largest student enrollments in history. But in the years ahead, the number of children seeking admission to all levels of education will continue to increase very sharply. By 1970, for instance, the number of young persons seeking higher education at least will be doubled, perhaps tripled.

Second Dimension Is Quality

The second dimension of this problem is *quality*. By this I mean how well knowledge, mental training, and skills are imparted—and acquired by the student. Many factors are involved in the quality of education—the caliber of teaching, methods of instruction, physical facilities, and the support and encouragement of education by the home and by the community.

The third dimension is what I should like to call the "*currency*" of education. By this I mean *what* is taught and the ability of education to teach it at the right time. This involves the mobility and versatility of education—its capacity to change and to teach and train abreast of changing conditions, to anticipate the needs of the future.

Give Student A Sense of Values

I want to emphasize that I include in this dimension the prime responsibility of education to give the individual a sense of values, a sense of the conditions in which he must live—in short, a sense of the changing world in which he must make his choices. In discharging this responsibility, I believe, our system must provide at all times a broad educational base in the fundamentals—the liberal arts and the humanities.

These three dimensions of our educational problem — quantity, quality, and currency — are interrelated and interdependent and must be recognized as such, if education is to serve the fundamental purpose of the individual and the welfare of the nation.

Our problem is compounded. We have not only future needs to meet; we must overcome accumulated deficiencies—and serious deficiencies—in education.

All the facts about educational needs today point to one clear conclusion. Within this generation, America must have an educational expansion and readjustment beyond anything we have known before.

Many things will be needed to catch up and keep up in education. The American people must face up to the hard fact that one of these things is money—much more money than we ever have spent before for education, perhaps much more money than we ever before have thought would be needed for education. And the money must be contributed by all levels of government—local, state, and federal—and by private sources. Without acceptance of this fact and a willingness to act on it, progress in education will be stalemated.

We Must Not Lose Ground

We cannot afford, in any sense of the word, to fall behind in education. We have a thriving, dynamic economy, a rapidly growing population, and rapidly changing social conditions. To a large extent, education has been responsible for our economic and social progress. It would be tragic, indeed, if our society now failed to devote enough of its expanding resources to assure that education will produce the skills and knowledge needed to continue this progress. It would be tragic, indeed, if we now permit shortages of trained people to become the bottleneck which chokes off progress and weakens our security.

Least of all can we tolerate educational deficiencies which limit the horizon and strangle full expression of the individual capacities of American youth. For young people are the

This is a portion of an address presented by Mr. Folsom before the American Council on Education, meeting in Chicago Oct. 11, 1956.

nation's most precious asset—the promise of a better future, of a growing economy, of even better social conditions, of a durable peace.

The problem of catching up and keeping up with the needs of education is illustrated in the serious shortage of school classrooms in many communities across the country. The seeds of shortage were sown when school construction lagged during past years of depression and war. Then the shortage grew rapidly in the face of the biggest, most sustained enrollment increase this country has ever seen.

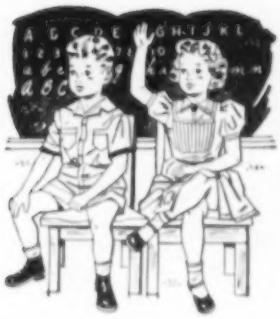
Construction Is Too Slow

The rate of school construction has been increasing remarkably these past few years, and more schools are being built today than ever before. The shortage is being reduced. But it is being reduced much too slowly in the light of the fundamental importance of education and the distressing needs of our children.

The nation has no greater concern than the welfare of children. The national interest calls clearly—more clearly than ever before—for prompt and sound federal aid to help needy communities build more schools. My earnest hope is that Congress will act in harmony and with good will for our children in this cause—the cause of more and better schools for children who urgently need them.

Teacher Shortage Continues

The education of children is handicapped, not only by a shortage of classrooms, but also by a shortage of qualified teachers. With growing public concern and action for better schools, this shortage, too, is being reduced. We have more teachers with higher qualifications today than ever before. More young people than ever are taking courses of teacher training. But we *need* more teachers than ever before, and the need will continue to grow in the years ahead. To keep faith with our children, the American people must reach a new determination to compensate our teachers more adequately—in salary, in community support, in honor for the trust they bear.



THE ABC'S OF EDUCATION

(Some Random Samplings of Elementary Musings)

A is for the **Answers** that education tries to provide to the problem of living for always another group of anxious children.
B is for the **Burden** of ever-increasing numbers of buoyant, bubbling boys and girls—Bestor not withstanding.
C is for the **Curiosity** necessary in causing constant learning.
D is for the **Dozens** of duties outside the classroom undertaken by devoted teachers.
E is for the **Energy** expended in educating eager minds.
F is for the **Fame** and **Fortune** not frequently found by the faithful teacher.
G is for the **Grace** necessary in the teacher to give gratuitously to the good of the community.
H is for the mere **Hope** of having harmony between the home and the school.
I is for the **Interest** on money borrowed by teachers who can't live on their salaries.
J is for **June,** the joyous period when John and Jane join the ranks of the out-of-school.
K is for the **Kinks** in every kind of effort to improve the curriculum.
L is for the **Love** of little children which leads lots of teachers to teach.
M is for the **Mystery** as to what makes most children turn out better than we have any right to expect them to be.
N is for the **Notoriety** attached to every teacher by the absurd behavior of some teachers.
O is for the **Opportunity** given every child in an American school.
P is for the **Proposition** that every child is entitled to an equal chance.
Q is for the **Questions** left unanswered in the quest for certainty.
R is for the **Respect** for the individual without which any education is meaningless.
S is for the **Society** of which the school is the creature, the structure that supports education so that it itself may endure.
T is for the **Tensions** induced in every teacher by the failure of the community to know what it wants and to provide for it.
U is for **Unity**—of purpose, of program, of method—which insures a closer approach to any goal than is possible without it.
V is for the **Vastness** of the task of the school, an infinity of challenge and opportunity.
W is for the **Wishing** for more classrooms, more teachers, more equipment, more moral support.
X is the **Great Unknown**—what will be the results in the next generation of the effort of the school on this one?
Y is for **Youth,** a period of eagerness to know, reluctance to learn, and haste to act.
Z is for the **Zenith,** the height of achievement—the satisfaction of watching boys and girls become men and women, functioning citizens of the community.

—Charles E. Howell
Professor of Social Science
Northern Illinois State College

East Peoria teachers were successful in promoting improved communications skills—handwriting, spelling, speech. They pleased the whole community.

a plan for BETTER PERFORMANCE

By DON SHUTE
Assistant Superintendent
East Peoria Public Schools

FOUR YEARS AGO the staff in our East Peoria schools took a long look at the performance of our students in relation to their ability. They scored above national norms on standardized achievement tests: we looked like a million dollars on achievement tests in spelling and grammar usage. We looked like two cents when we analyzed the written work handed in to teachers. Students simply were not applying what they knew to everyday usage. Writing was substandard and the papers indicated careless workmanship. Small words were misspelled and sentence structure left much to be desired. Oral expression needed improvement.

Teachers Plan 'Quality' Campaign

It was agreed that the problem does not end with the elementary school. We in the elementary school must do the best job possible, but habits of careful workmanship and doing one's best work the first time can be destroyed in the secondary school and buried forever in college.

The problem of improving spelling, writing, and speaking must be one which involves all the teachers of all the grades. It is not the sole responsibility of the speech, language, or spelling teacher. The teacher of mathematics must not allow slovenly speech or messy written work in her classes. Training must start in the kindergarten and first grade.

A plan was set up which emphasized the quality instead of the quantity of written work. The amount of written work was decreased. The written work that was done had to be done well or be written again. Any work worth assigning as written work was to be considered worth careful checking, correcting, and evaluation. The circular file went out the window.

Every paper written in all subject areas from fourth grade through junior high was evaluated for content, grammar, spelling, and writing. Thus a paper in geography would have four evaluations at the top of the paper: e.g., content (geography) B, grammar C, spelling A, writing C. These evaluations were placed in the grade book and used as a basis for determining the six-weeks grade. The report to parents then was based upon daily usage of communication skills.

Arithmetic papers were evaluated for content and neatness. "Neatness" involved such things as formation of numbers, keeping numbers in straight columns, spacing problems, and labeling problems.

Any paper which did not represent the best work of the student was returned to the student for rewriting. Students hate to do work over again; it didn't take long to get results.

Persistence Brings Good Results

The American Handwriting Scale was placed in each classroom. Students continually checked their writing against accepted standards for their grade level.

Constant attention was given by all teachers to the use of good English in oral expression. One parent remarked, "What's happening down at school? My boy is correcting our language at home!"

A strong speech program in junior high focused attention upon good oral expression.

Recently a survey was made of teacher and community reaction to the plan. After four years in the program, 98 percent of the teachers gave wholehearted support to the

plan. Comments made by the staff more than 10 times were: "Habits of accuracy and neatness are being formed essential to success in later life;" "Checking written work is much easier now;" "The extra time used in recording grades is more than compensated for by the ease of checking;" "Students feel it is a fair plan. Spelling errors do not affect other subject grades."

Results Praised by Many

The most dramatic results were obtained in improved penmanship. In grades one through six, 55 percent of the 1600 student papers checked met the standard of "very good" on the American Handwriting Scale. Twenty-seven percent of the 430 seventh- and eighth-graders checked met the "excellent" standard. The papers checked were selected at random from all subject areas.

Letters explaining the program were sent to the leading business executives in the greater Peoria area and to such nationally known figures as Gov. William Stratton and Roy Rogers. Roy Rogers was selected because of his unusual interest in education and his appeal to students.

Their replies were unanimously enthusiastic. These letters were bound into a brochure entitled, *Aim for the Good Job! Speak Confidently, Spell Accurately, Write Clearly.* The letters are read to students from time to time during the year to help motivate better use of the communication skills. Included in the brochure is Caterpillar Tractor Company's *Saturday Evening Post* series, "The Man Who Knows Gets Ahead," and General Electric's answer, "Why Study English?"

After the program had been in effect for three years, the *Peoria Journal-Transcript* commented editorially, "It has met with the wholehearted approval of business and professional people."

The public measures the kind of job we do in education by the performance of our students. They have the right to expect our product to perform up to the level of its ability. If we turn out an inferior product, the public who foots the bill has the right to question, to criticize, and to refuse financial support.

Any program which strengthens communications skills pays dividends in a better student product and improved community relations.

IEA-NEA HONOR ROLL

100 Percent Districts

Brookfield (El.)
Coulterville
Crossville (C.U.)
Fairmount (P. O. Lockport)
Glencoe
Harrisburg (El.)
Kangley (R.R. 3, Streator)
La Harpe Community High School
La Harpe (El.)
Maywood (El.)
Princeton (El.)
Red Bud (C.U.)

100 Percent Schools

Chester, Bremen School
Chester, Elementary School
Chester, Rockwood School (P. O. Rockwood)
Des Plaines, Cumberland School
Des Plaines, North School
Eldorado, Lincoln School
Lakeview, Brush College School No. 1 (P.O. Brush College Rd., Decatur)
Lakeview, Brush College School No. 2 (P.O. Brush College Rd., Decatur)
Lakeview, Eldorado School (R.R. 6, Decatur)
Lakeview, Excelsior South School (R.R. 6, Decatur)
Neoga, Etna School (R.R. 2, Mattoon)
Neoga, Neoga School
Neoga Junior High School
Neoga, Pioneer School
Neoga, Trowbridge School (P.O. Trowbridge)
Pekin, Washington Jr. High School
Table Grove, Ipava School (P.O. Ipava)
Table Grove, Table Grove School
Warrensburg, Austin School
Warrensburg, Boiling Springs School (R.R. 3, Decatur)
Warrensburg, Sunnyside School (R.R. 3, Decatur)
Warrensburg, Warrensburg School

World of Numbers—

dynamic exhibit for museum-goers

The vital significance of mathematics in our modern world and the many rewarding career opportunities open to those with mathematics training are being shown in a new exhibit, the "World of Numbers," at the Museum of Science and Industry in Chicago. The more than two dozen displays were presented to the museum by International Business Machines Corporation.

One of the most exciting features is the cycloramic staging of Project Sage, the nation's electronic air defense system. By simply lifting a telephone, a visitor to the exhibits puts into operation a simulated air attack by enemy bombers and sees how information is relayed from radar stations and ground observer corps to Air Defense Command Centers.

In a lighter vein are a number of test-type panels. "What's Your M.Q.?" (Mathematics Quotient) is an aptitude test with 10 mathematical questions on a translucent panel and 10 pairs of buttons to provide for true or false answers. Other test panels ask such questions as: How much more power is required to drive an ocean liner twice as fast? How much is the crash impact increased when a car doubles its speed? Turning a crank or pushing a button sets tiny models into active demonstrations, and the answer and explanation appear in lighted form.

These panels are planned to "lift mathematics out of a prosaic, textbook atmosphere and present it as an active, interesting subject."

The earliest calculating device known—the abacus—is presented in giant size. It is mechanized so that the visitor, by pushing a lever, can easily learn how man did his figuring many centuries ago. In contrast to this, the latest electronic computer—the IBM 705 Electronic Data Processing Machine—is shown in model form. Diagrams and an oral explanation show visitors how it works.

—Photo from Museum of Science and Industry

AN OVERSIZED ABACUS is fascinating to this little girl, who compares it to one she has learned to use. The display is just one of many in the new "World of Numbers" exhibit at Chicago's Museum of Science and Industry.

A data processing device is a group of machines with different functions that are connected by electrical cables. They make up a digital computer that can solve any problem which can be expressed in mathematical terms. They take over many of the routine, repetitive chores and leave man free for more creative work.

Other mathematical machines of the past and present will also be demonstrated for visitors to the museum.

The display aims to encourage the study of mathematics by emphasizing that all of these mathematical wonders would be helpless and useless without trained mathematicians to prepare detailed instructions for them, technicians to operate them, and engineers to keep them in working order.

TEPS Sponsors Conference on Teacher Education

TEACHER EDUCATION was the main topic of discussion Mar. 30 when the Commission on Teacher Education and Professional Standards of the Illinois Education Association held its first invitational conference at Illinois State Normal University. Participants represented IEA divisions and sections, State Teachers Certification Board, the executive board of Illinois Association of Classroom Teachers, and members of the IEA TEPS Commission.

Dr. Daryl Pendergroff, director of field services at Iowa State Teachers College, gave the keynote address on "Teacher Education and Accreditation." His address provoked much discussion in the groups which followed. Several evaluation sheets suggested that a two-day conference be held next time.

Four hours were devoted to discussion—part of the time in assigned groups and part during the luncheon in the new Student Union Building. Some of the topics given serious consideration were: 1) Recruitment, Selection, and Retention of Qualified Teachers; 2) Standards for Teacher Education (Care must be taken that present shortages do not "let down the bars."); 3) Student Teaching Programs; 4) Counseling Services, both in high schools and in colleges; 5) Research on What Makes a Good Teacher (Research is needed in this area.); 6) Further Steps (More such conferences promoted by TEPS were demanded.).

In the closing session, ISNU Pres. Robert Bone gave an interesting summary of the recorders' reports and his evaluation of the conference. Anyone desiring a copy of the recorders' reports may write to the TEPS chairman, Dr. Marjorie Mills, 1124 Church Street, Evanston.

A similar conference has been scheduled for Nov. 2. The TEPS Commission will meet Nov. 1, prior to the conference.

Plans Teacher Load Study

At the instance of the TEPS Commission, the Illinois Education Association and Southern Illinois University are currently conducting a statewide survey, on a careful sampling basis, of factors relating to teacher load.

Several thousand teachers, board members, PTA leaders, and others are being asked to report practices, express their beliefs and suggestions, and otherwise provide evaluation regarding teacher load.

Directing the study according to plans formulated by the TEPS Commission are Jacob O. Bach, SIU director of educational research services; Roye Bryant, SIU director of placement and a member of the commission; and Lorin McMakin, a graduate student in the SIU College of Education.

Results will be tallied during the summer, and reported next fall.

Bethalto Names New School In Honor of Superintendent

A school superintendent was completely and pleasantly surprised when school officials and friends honored him at an "appreciation" dinner, especially when he learned that the new local junior high school was to be named for him.

Wilbur R. Trimpe has been superintendent of the Bethalto Community Unit for seven years. He was hired "when local school problems seemed most difficult."

The dinner program, held Nov. 10, consisted of talks by educators from Bethalto and nearby communities. The school board president spoke about buildings and then presented the superintendent with a plaque revealing that in formal dedication ceremonies the new school would be named "Wilbur Trimpe Junior High School."

Mr. Trimpe also was presented with a gift from the audience—a diamond-studded ring symbolizing the National Education Association.

Here's an Idea . . .

Moline, South Central Award Teaching Scholarships

Approximately $6000 has accumulated in a scholarship fund for teachers-to-be, established by the Moline Education Association. One year's interest from the invested fund will be given annually to a worthy senior who is in the upper third of his class and who plans to become a teacher.

Other contributors to the fund are the Alice Wheelock FTA Club at Moline Senior High School and the parents of the late Miss Leota Hull, Moline teacher for whom the fund was begun as a memorial.

To further help the recipient, there is an arrangement whereby the student may choose any one of eight cooperating colleges and universities in the area and be guaranteed employment on the campus until he has earned an amount of money equal to the scholarship.

The standards committee of the association will choose the scholarship recipients from applications. The first award will be made this spring.

Miss Hull was a second-grade teacher in Moline for 26 years. As past-president of the MEA she was devoted to her profession and especially interested in young people who aspired to become teachers. She helped a number of students meet financial obligations in college.

When Miss Hull's parents, Mr. and Mrs. C. E. Hull of Cambridge, learned of the fund, they arranged to contribute $5000, the amount they received from their daughter's retirement benefit. The MEA has given about $900; and the FTA club voted to add $100 which they had raised and set aside for such a purpose. Both groups will continue to add to the fund from time to time. The scholarship will also memorialize other recently deceased teachers of Moline.

South Central Gives Award

Last year a scholarship was established by the South Central Division of the Illinois Education Association to promote interest in the teaching profession. The scholarship, in the amount of $100 per year for four years, is awarded annually to one graduating senior from a public high school within the division.

By September, 1959, the division plans to be sponsoring four such scholarships per year; each scholarship shall not exceed $400. A recipient may renew his scholarship for three years, but must agree to teach one semester for each year he receives the award. A student may attend the college or university of his choice, provided that he completes the requirements for state teacher certification.

The scholarship is awarded upon qualifications which indicate the applicant to be the best potential teacher—the desire to become a teacher, high scholastic standing, good character, good health, and leadership ability.

Teacher Turnover and Teacher Supply

This is a discussion of some of the factors which cause teachers to leave the profession and which make teaching unattractive to youth.

By FRANK E. ONEAL
Director of Teacher Recruitment
Office of the Superintendent of Public Instruction

Illinois Education Association
Study Unit • Vol. 19, No. 9.

It is generally accepted that strengthening teaching as a profession is one of the major problems confronting all who are concerned about advancing education for all the children of all the people. There are many facets to this problem, but only two are discussed here briefly. These are: 1) the relative few years of service given by those who enter the profession and 2) the short tenure in a given position. Statistics seem to indicate that the typical teacher (median years of service) remains in the profession about 14 years before leaving it and that he serves only three to four years in one district until he moves to another.

The figures in the accompanying table are taken from tables 8 and 8a of the *1955 Annual Statistical Report of the Superintendent of Public Instruction.*

This could be the September teacher situation in a district employing 100 teachers: 30 teachers new to the district because of resignation and three teachers new to the district because of increased enrollment, or a total of 33 teachers new to the district with five of them inexperienced.

Of course, some districts have much better records, with a turnover of 10 to 20 percent; while others have very bad records, with annual losses in excess of 50 percent, over a period of years. In the latter districts the problem is multiplied greatly, not only because of numbers but also because the best-qualified personnel will not make application knowingly to such districts. These figures do not give the complete picture in the larger districts where teachers transfer from one school to another in the same district.

It is recognized that a stable staff of qualified persons is a requisite for any type of organization, and this is particularly true of schools which deal with people and render a service. Even business institutions which deal in things mostly made by routine procedures spend vast amounts of time and money in getting and keeping desirable employees.

What Are the Costs?

What are some of the educational costs, or penalties, for an unstable faculty? The first is the amount of time and money spent by the administration in seeking applicants in this time of teacher shortage. After the applicants are found, their records must be studied and screened. When the teacher starts his new position he requires much more supervision than one experienced in the school. The teacher must learn about the community, schools, teachers, parents, pupils, new books, curriculum development, and a host of other things.

About the time the school has brought the new teachers "up-to-date" and the teachers have become acquainted with their new situations, the school year is completed and the administrator can look forward to another new year with one third of his faculty new to the school and 5 percent of his teachers new to the profession. The more new teachers

Table 8—Teachers' Length of Service in Same District—1955

Years	No. of Teachers	Years	No. of Teachers
1	9455	11	962
2	6404	12	973
3	4353	13	713
4	2852	14	445
5	2112	15	349
6	2097	16	301
7	2158	17	316
8	1703	18	397
9	1537	19	284
10	1191	20 or more	4553

Table 8a—Total Teaching Experience of Teachers Employed—1954-55

Years	No. of Teachers	Years	No. of Teachers
1	2965	21	924
2	2636	22	854
3	2324	23	841
4	2364	24	878
5	2131	25	909
6	1807	26	883
7	1394	27	895
8	1228	28	893
9	1170	29	810
10	968	30	757
11	1008	31	677
12	989	32	648
13	1121	33	622
14	1115	34	541
15	1054	35	448
16	1082	36	415
17	926	37	344
18	1037	38	275
19	1024	39	230
20	1059	40 or more	909

the school has, the less time there is to study, plan, and work for growth and improvement.

This is not a plea for an immobile profession. New blood is good, but there are too many transfusions which slow educational progress—and as a result the children suffer.

What can be done about decreasing the teacher turnover and extending the years of service? We know the principal reasons why teachers leave teaching and/or move to other teaching positions. Some are beyond the control of the community, the board, and the administration: marriage, increased family responsibilities, military service, illness and disability (personal or family), moving to keep family together, unsatisfactory service, dislike for teaching, age, and death.

The second large category of factors over which the school and community have some control are related to living conditions and professional standards. Even in communities where the living conditions are not the best, school officials, parent groups, and others can help the new teacher solve some of his problems such as housing, food service, and transportation. A good study made on the teacher shortage and related problems is *The Crisis in American Education* by Benjamin Fine of *The New York Times*, a 62-page booklet published in February, 1947.

Any community that treats its teachers as less than first-class citizens does not keep the type of person who deserves to be called a teacher. The factors reflecting the professional regard for teachers and teaching are the most important of all. These are: salaries comparable to competing districts or other types of employment; the attitude of parents, administrators, teachers, and pupils toward teachers and teaching; professional help and supervision in classroom management, discipline, teaching procedures, and curriculum development; clean, adequate, and attractive building facilities; good teaching aids and equipment; reasonable class size and other factors which affect the teaching load, such as reduction in the time given to non-teaching duties.

The good teacher will have the zeal to dedicate himself to the education of his pupils, but there is no reason why in this wealthy democracy he should be expected to make social and economic sacrifices. There is the old saying that we tend to get about what we pay for, and this is true in teaching. In this instance, pay means dollars; but much greater than monetary rewards are the personal and social rewards for a job well done under satisfactory conditions.

The professional organizations and teacher-education institutions have helped the profession to become more professional. We have moved forward at an accelerated pace in the past few years, but there is yet a way to go. The more professional we become, the more attractive the profession for qualified and competent recruits. The good teacher will give a hand to this task, not for the sake of the profession, but rather for the youth who are to be served.

Teacher Supply and Demand

The teacher shortage is real and the situation grows worse each year despite the fact that the number of new teachers is increasing. In other words, the demand is increasing more rapidly than the supply because of increased enrollments and persons leaving the profession.

The shortage has been on the elementary level and in some fields of special education for a number of years; and this has now been extended to the secondary and college levels. It is safe to assume that there is no large surplus in any teaching field and that there is an acute shortage in some fields such as mathematics, science, English, girls physical education, industrial arts, education for exceptional children, and library science. In some sections of the state the administrators have experienced difficulties in employing teachers of music, art, and homemaking. The increasing college enrollments are causing colleges to draw upon teachers now in our secondary schools. This will make the teacher shortage on the secondary level more acute.

The teacher supply situation in Illinois is rather typical of the national scene, but in some states the condition is less favorable than in Illinois. One seeking statistics on the national level should consult the annual reports on *Teacher Supply and Demand in the United States* by Ray C. Maul, published by the National Commission on Teacher Education and Professional Standards, 1201 16th Street NW, Washington 6, D.C. The same statistics appear each year in the March issue of the *Journal of Teacher Education*, also published by TEPS. *Teachers for Tomorrow*, Bulletin No. 2 of the Ford Foundation's Fund for the Advancement of Education, will appeal to business people. This 72-page booklet was published in 1956.

The accompanying table of live births in Illinois gives the background for the growing school enrollments. Note that in 18 of the last 22 years the number is larger than that of the preceding year. Also note that 1941 was the first "big" year. The 1941 babies will be age 19 in 1960 and by that time will begin forming new families. If the birth rate remains comparable in 1960-75 to the 1941-56 period, there will be another great increase in total births.

Live Births in Illinois

1935[1]	111,884	1946	174,202
1936	112,167	1947	195,328
1937[2]	116,097	1948	184,553
1938	123,527	1949	189,169
1939	118,852	1950	189,628
1940	124,615	1951	201,082
1941	134,739	1952	205,438
1942	154,223	1953	206,813
1943	153,182	1954	217,229
1944	139,781	1955	220,541
1945	136,676	1956	236,000[3]

[1] Statistics for years 1935-39 from US Vital Statistics; beginning 1940 from Health Statistical Bulletins, Illinois Department of Public Health.
[2] Beginning in 1937 births are recorded as to residence of mother.
[3] Provisional estimate made February, 1957.

At any rate the number of children who are already with us will mean more and more teachers for the next 10 years. It seems reasonable to assume that school enrollments will continue to increase for a much longer time.

The following calculation indicates that, for public elementary and secondary schools, we will have to provide teachers and educational facilities for 50,000 to 65,000 addi-

tional children every year. That is more than 1000 every week.

The table shows that this increase requires approximately 2100 new teachers annually. To this figure must be added 4600 to replace teachers who leave the profession. Thus there is an indicated need for 6700 new teachers in Illinois every year. Only about one half this number are graduated from the colleges and actually get into classrooms in Illinois.

Persons interested in detailed figures should consult Luther Black's *Report of Supply and Demand of Teachers in Illinois for 1956-57 and Other Information Concerning the Certification of Teachers.*

The first page of Mr. Black's report shows the number of students from Illinois colleges and universities entitled to standard Illinois certificates, as indicated in the table.

These figures look good, and it is good to note that 1957 had a total of 336 more graduates entitled to certificates than the previous year. But unfortunately not all persons entitled to certificates apply for them, not all who obtain certificates enter teaching, and a few who wish to teach are really unavailable for teaching because they insist on remaining in a particular community or because of other personal reasons.

There is yet another reason why these figures must be used with caution. Quite a few of the persons in this category do not represent "new" teachers and they may not have earned a "new" certificate. These are the persons who, by taking time off or going to summer school or by taking extension and correspondence courses, have been upgraded and perhaps earned bachelors or masters degrees.

The report shows that 1321 of the 2341 elementary-trained persons and 1349 of the 2941 high-school-trained persons actually were teaching in Illinois schools the year following graduation. Some of the non-teaching graduates will get into Illinois classrooms in subsequent years. The report breaks down the high-school figures into teaching fields and also shows what the non-teaching elementary and high-school-trained graduates are doing.

Projected enrollments based on births and new teachers for increase*

Sept. of School Year	Public Elementary 75% of Births Enrollment	Increased enrollment	New teachers for increase	Public High School 70% of Births Enrollment	Increased enrollment	New Teachers for increase	College Grades 13-16, Age Group 18-21
1955-56	1,137,557	51,466	1715	351,213	13,200	528	
1956-57	1,172,700	35,143	1171	372,700	21,487	859	463,675
1957-58	1,211,892	39,192	1306	396,731	24,031	961	470,643
1958-59	1,262,166	50,274	1675	407,347	10,616	425	483,091
1959-60	1,322,581	60,415	2013	408,703	1,356	54	501,733
1960-61	1,357,335	34,754	1158	422,688	13,985	559	532,429
1961-62	1,387,840	30,505	1017	452,190	29,502	1180	566,759

* For details on how this table was compiled, request page 2 of statistical sheet from author.

Students Entitled to Standard Certificates

	1956			1957		
	Males	Females	Total	Males	Females	Total
Elementary	327	2014	2341	356	2123	2479
High School	1561	1380	2941	1815	1324	3139
	1888	3394	5282	2171	3447	5618

To further complicate the problem we know that the figure previously cited (4600) as withdrawing is an underestimate, because it is based on those who withdraw from the retirement system. There are quite a few who leave public school teaching, who are not old enough to draw a pension, but who do not withdraw from the system. However, to partially offset this added deficit, many of the above return to teaching and resume their pension payment.

In addition to this offset there are a number of experienced teachers coming from out of state and also some recent graduates who were educated in out-of-state colleges. (According to Mr. Black's figures, 626—359 elementary and 267 high-school—1956 Illinois college graduates began teaching in another state.) We do not know how many 1956 graduates came to Illinois from out-of-state colleges, but it is presumed that the in-coming group about offset those leaving Illinois. Mr. Black's report does show that 180 of the 1956 Illinois college graduates certified for teaching in Illinois came to their colleges as out-of-state residents.

The report shows that of all the certificates (7501) issued from July 1, 1955, to June 30, 1956, 6640 were issued to Illinois residents and 861 were issued to out-of-state residents.

We do not know how many Illinois teachers leave the state to teach in other states. These figures show that there is a large migration of recent graduates and experienced teachers into and out of Illinois, and it is assumed that Illinois has a net gain from this exchange. However, there are three categories where we possibly could have better holding power: holding more Illinois college graduates in Illinois, holding more experienced Illinois teachers in Illinois, and getting more Illinois residents attending out-of-state colleges to return to Illinois for teaching.

An interesting sidelight is that of all the people certified in Illinois from Illinois teacher-education institutions, almost one half are from the private colleges and universities.

What Happens to Graduates?

The following factors influence the number of high-school graduates (public and private about 80,000) who should be entering teacher education: not many more than half of the entering college freshmen are graduated; about three fifths of the college graduates qualified to teach enter the classroom the first year after graduation; and the principal source of supply for new teachers is the recent college graduate. However, this total is supplemented by mature persons taking additional training for teaching, others returning to teaching, and some coming from other types of work. Another supplemental source is from the migration of teachers, but the net gain is probably not large.

Knowing that it takes approximately five freshmen entering Illinois colleges to produce two teachers

in the Illinois classroom four years later, it is fair to assume that about 20 percent of our high-school graduating classes should enter college with the purpose of becoming teachers.

We have tried to deal realistically with all these statistics, some of which can be only approximated. Even more realistic are the desperate efforts of employing boards and superintendents to secure teachers, not always being very selective in the process. Following trends over a period of time is perhaps more revealing than using absolute figures. The placement bureaus of the four Illinois teachers colleges have reported the number of vacancies as 23,432 in 1953; 29,570 in 1954; 34,204 in 1955; and 51,846 in 1956.

Duplication of Requests

Of course these requests came from all sections of the United States, some of the same requests came to the different colleges from the same elementary and high schools, and some were even duplicates within a given college. The figures are not quoted for their absolute value, but only to indicate how employing administrators are canvassing so many more sources of supply.

One might ask, if the shortage is so great, why are not some schools closed? The effect of the shortage has been alleviated or covered up in the following ways:

1. Reorganization in Illinois. This helped to alleviate the shortage for a number of years, but this source of supply is about exhausted. The number of districts in the state has been reduced from 11,955 in 1945 to 2171 at present. There are only 511 one-room districts remaining. Many teachers who formerly taught only one to 10 pupils are now in larger attendance centers teaching 20 to 35 pupils.

2. Larger classes and added duties.

3. Elimination of courses, programs, and services or not instituting them where desired.

4. Use of part-time teachers.

5. Using teachers as substitutes in classrooms when employed for another program—for example, using physical education teachers or librarians as regular classroom teachers.

6. Lower legal standards or regulations (provisional certificates and emergency approvals).

7. Keeping teachers beyond the normal retirement age.

8. Employment of less desirable candidates.

In at least one respect some good may come from this shortage. The National Association of Secondary School Principals has made a study of staff utilization and more effective use of teaching aids, which probably will be expanded in Illinois. (See *New Horizons for Secondary School Teachers*, by J. Lloyd Trump of the University of Illinois.)

Here are some of the general economic and social conditions that have aggravated the teacher supply:

1. Small supply. Youth of college age were born during the depression era when birth rates were low. This trend is now being reversed. College enrollments are now increasing because of more persons in the college age brackets and a higher percentage attending college.

2. General prosperity bringing high wages and good job opportunities.

3. Demand for more college-trained people in many fields and a small reservoir from which to draw.

4. New job opportunities for women.

5. Earlier marriages.

6. Demands of military service.

7. Salaries of teachers not keeping pace with the general increase in salaries and wages. This trend has also been reversed. Last year the inexperienced teacher with a degree had an average salary in Illinois of about $3750; there are now reports that schedules for 1957-58 are being advanced $100 to $300.

8. Attacks on schools and teachers, lack of professional respect and prestige, and other unsatisfactory teaching conditions.

What can be done to alleviate the shortage? One obvious answer is to put the schools in a better competitive position to meet some of the changing social and economic conditions given above. The second is to improve the conditions under which teachers work and live.

We have to work to get more competent and qualified people in the profession and to keep them in it. Fortunately there are many lay and professional groups and organizations working in this area. Obviously the public must be kept informed about the problem by speeches and publications and through such mass media of communication as the press, radio, and television.

The approach to possible recruits should be realistic and positive to get the selection needed. One should not be in teaching just for the sake of employment. The appeal should be to the personal and social rewards for service and living a good life.

Recruitment has short-range possibilities such as the present program to recruit mature liberal arts graduates. Much more important are the long-range programs designed to interest young people in teaching and keep them interested in it. This is done by personal contacts, counseling, and desirable experiences. Many young people develop an interest in teaching while in the elementary school. This indicates teachers on all levels should make a contribution in the field of teacher recruitment.

Attractive Reasons

There are many things that attract youth to teaching, such as interest in children or youth; interest in subject matter; life-long opportunity to learn; service to society; fair and immediate income; influence of teachers, parents, and others; prestige and position; and opportunities for advancement.

Apparently the two most potent factors are the opportunity to be associated with teachers who are loved and respected and the rewarding experiences in working with children.

Organizations such as Future Teachers associations and programs of cadet teaching and observation of teaching offer such opportunities and should be encouraged. The FTA especially should be commended for helping to raise professional standards and for attracting desirable recruits.

JUNIOR COLLEGES

(Continued from page 348)

cality shoulders the major portion of the cost. A great many additional communities will do so if we can get the increase for which we are asking. Actually our request calls for $2,060,800 more than last biennium as contrasted with a $40,589,834 increase for operation asked for by the public colleges and universities.

I think the teachers of Illinois should know of the financial problems of higher education. I am sure that public school teachers would be better off financially and in other ways if we could solve a large part of the problem of higher education through the statewide extension of public junior colleges. California is an example.

Both the School Problems Commission and the Commission on Higher Education have recommended the increase in per capita grant from $100 to $200 because of the economy of junior college operation and for other important reasons.

Here's an Idea . . .

PTA Produces 'This Is Your Life' Program

It started like a normal Mt. Vernon PTA meeting, but Nora Whitlock was really surprised at the way it turned out. When the president called for a report from the program committee, the meeting turned into a "This Is Your Life" program, just like on television.

Although the program was a tribute to the entire teaching profession, Mrs. Whitlock was being honored for her 52 years of teaching in Mt. Vernon. The surprise was planned by the parents and teachers of Edison School, where she has spent 50 of these years teaching first grade. She and her husband faithfully attend PTA functions.

Supt. J. Lester Buford was master of ceremonies; he stood beside Nora Whitlock and read about her life from a "This Is Your Life" book, which was presented to her later.

Many former pupils, colleagues, and parents came for the program. The incidents Mr. Buford related were interesting and the comments were inspiring. "You have been and are an administrator's delight. You and your kind make bond issues and tax rate increases much easier to carry," he said.

The PTA president stepped forward to present Mrs. Whitlock with a corsage and "to express the appreciation of mothers for the loving care and diligent instruction" she had given their children.

A citation from the board of education read, in part, "The number of years you have taught is less significant than the kind of teaching you have done. . . You constantly strive to make every day a better day for every child than the day before. Your wisdom has increased through the years—your spirit for teaching has not lessened. . . . Thousands of boys and girls, men and women are grateful to you for the kind of start you gave them in life."

—Dele Photo Craft, Mt. Vernon

NORA WHITLOCK receives a citation plaque from Harlow Richardson, Mt. Vernon city manager, as part of "This Is Your Life" program honoring her. Supt. J. Lester Buford and Mrs. Vernon Scrivner, PTA president, continued the program with other citations and tributes.

Other remembrances were greetings from the city of Mt. Vernon, the governor, and prominent education officials; flowers from the chamber of commerce; and, from the Edison teachers, a charm bracelet engraved with all their names.

The city's citation expressed pride in its schools and told Mrs. Whitlock, "You represent teaching at its best. Mt. Vernon salutes you and honors its fine teachers through you."

Superintendent Buford concluded, "Yes, this is your life. It's such a good life because you chose a wonderful field of service."

Social Studies Teacher Helps Her School Win Freedoms Foundation Award for Fourth Time

For the fourth time in recent years Johns Hill Junior High School in Decatur has won one of the Freedoms Foundation awards—given to groups, schools, and individuals for "their contributions to a better understanding of the American way of life . . ."

This year the Decatur project which gained recognition was an "Illinois Book" compiled by a group of students on their own time. Mrs. Agnes Armstrong is the social studies teacher who deserves much credit for each of the four awards.

The entry grew out of the required study of the Illinois constitution in the eighth grade. Last year 28 of the students became so interested in Illinois that they wanted to study more than just the constitution. They said in the foreword to their book: "We wanted to see if our state was providing us as citizens the principles set forth in the American Credo."

THE FOURTH Freedoms Foundation Award for Johns Hill Junior High School is on the way. Mrs. Agnes Armstrong and some pupils admire those three won by classes of hers in previous years.

The students, 20 of whom are now in Mrs. Armstrong's ninth-grade class, began their work in September and came to school early each day for several months. The 139-page book covers every phase of their study—from government to natural resources and famous Illinois people. Mrs. Armstrong, who helped them assemble the book, believes that their effort "beyond duty" is a tribute to *good* teenagers.

Chosen by classmates to take the pilgrimage with Mrs. Armstrong to Valley Forge, Pa., as a result of the award, is Dianne Donnelly, an outstanding student who worked faithfully on the project.

"All of us felt that in understanding our state we improved in our attitudes of citizenship," the students said in their foreword. Upon completing their unit of study they felt they had gathered many interesting facts about Illinois that were not found in textbooks. "Therefore," they said, "we were of the opinion that our findings could be arranged that they would serve as enrichment and challenges to future eighth-graders . . ."

Long Given Award by DAR

An Award of Merit from the Daughters of the American Revolution was presented to Alex Long of Greenville, former superintendent of Bond County schools. The award is sponsored by the national society and "gives recognition to a worthy and outstanding adult citizen."

Mr. Long, now retired, has devoted 40 years to education in the county and is known for his help and encouragement to children. He was cited for "constructive activity directed toward the preservation of our Constitutional Republic and expressed devotion to a high concept of American citizenship."

25-Year Teachers Honored

At the annual spring institute in Douglas County, several teachers were awarded certificates "in appreciation and recognition of 25 or more years of meritorious service as a teacher of girls and boys." County Supt. W. A. Bozarth devised the idea; he also wrote a poem, "Tributes to the Teacher," which was printed on the back of the "certificate."

Extension Courses May Help Waukegan Teacher Shortage

How a state teachers college may serve the needs of a specific community and county is illustrated by a program of four extension courses to be offered by Northern Illinois State College at Waukegan Township High School this summer.

For a community growing more conscious of its need for additional teachers, Thomas Mann, director of the WTHS adult evening school, initiated the planning. Local school officials, NISC personnel, and the county superintendent of schools helped Mr. Mann arrange for a program of college courses that would 1) enable teachers to take work towards degrees, 2) afford former teachers or other college graduates to take required courses leading to teacher certification, and 3) provide an opportunity for teachers in the area to get additional college credit to upgrade themselves in their present positions.

Four courses—two in education, one in English, and one in the social sciences—will afford the teacher an opportunity to meet certification requirements while she works on projects designed to improve her own classroom methods or broaden her understanding of the child.

The courses offered are Literature for the Elementary Grades; The Community School, a workshop-style course in which the teacher can work on a special project to meet her own classroom needs; American Public Education, which meets state requirements for teacher certification; and American Constitutional Development.

Each of these courses gives three semester hours of college credit. The latter two offer either graduate or undergraduate credit, depending upon the standing of the student. The program will open at Waukegan June 10, each three-weeks course following in sequence, the final one starting Aug. 12.

Miss Ruth Gregory, head librarian at the Waukegan Public Library, is placing on reserve literature loaned by the NISC library for the courses.

Williamsburg Announces Plan For International Assemblies

Colonial Williamsburg has announced that a new yearly event, the Williamsburg International Assembly, will be inaugurated in June. The assembly will bring together in Williamsburg, Va., for four days an outstanding group of American and foreign students and speakers who will discuss and analyze American ideals and realities.

The president of Colonial Williamsburg said that some of these will be American students who are about to depart for overseas study, but the majority will be foreign students who are terminating their periods of graduate study in this country and are about to return home.

The students will be led by 10 top authorities in politics, education, and journalism.

The Williamsburg International Assembly is being presented as part of Colonial Williamsburg's educational program. Cooperating in planning the assembly and in the selection of students and speakers are the Institute of International Education, the Department of State, the Committee on Friendly Relations Among Foreign Students, the National Association of Foreign Student Advisors, and the US National Students Association.

IAJC To Meet May 10-11

The Illinois Association of Junior Colleges will hold its spring conference and annual meeting at the Illini Union Building in Urbana May 10 and 11. The topic will be Inter-Institutional Relations. Discussion groups and reports of research will be featured besides the dinner meeting.

—Photo by Cameramen, Inc.

PRESIDENT EISENHOWER lit the candles and discussed federal aid to education at NEA's national centennial birthday party April 4 in Washington, D.C. With him is Martha Shull, NEA president, who introduced him to more than a thousand party guests and to a nationwide radio audience. Helen Ryan, IEA field assistant, was mistress of ceremonies for the party; she is chairman of the NEA Centennial Celebration Commission and member of the NEA board of directors.

IJHSA Will Cooperate In Principals' Workshop

A Junior High School Workshop for Principals will be held July 22 to Aug. 2 at Illinois State Normal University. It is being offered as a result of cooperation by the Illinois Junior High School Association, and will cover such topics as needs of preadolescent youth, modern curriculum content, and adequate instructional facilities.

Two semester hours of credit will be offered; tuition is $10. Further information may be obtained from Dr. J. W. Carrington, director of the workshop, at ISNU; or from A. R. Evans, 301 West Adams Street, Springfield.

Assistantships Available With UI Education College

The College of Education of the University of Illinois has openings for several graduate assistants to begin duties this September. Appointments will be offered to select graduate students who wish to specialize in such fields as agricultural education, educational psychology, industrial education, statistical and research methods, vocational rehabilitation, and other areas of education.

Assistants hold temporary part-time appointments. They have time for graduate study and get professional experience while working with the permanent staff of the college. An assistant on half-time appointment can register for a maximum of 12 semester hours of course work each semester, and will be paid from $1700 to $2200 for the academic year, plus exemption from tuition in the Graduate College.

Since assistantships are offered to facilitate students' programs of graduate study, preference will be given to young persons who can provide evidence of ability to do graduate work of superior quality. Most of these appointments will go to candidates for the doctor's degree, but some may be assigned to beginning graduate students of extraordinary promise.

Further information and application forms may be obtained from Prof. F. H. Finch, 105 Gregory Hall, University of Illinois, Urbana.

Student Music Camps Will Be Held at Northern

"Music for Youth" will be the theme of two 15-day summer music camps at Northern Illinois State College.

Dr. Maurice J. Weed, head of the department of music who will direct the sessions, said that the first program, for high-school and college students interested in band work, will be from June 16 to 30. The second session, from July 7 to 21, will be devoted to orchestra and chorus.

Any high-school or college student who has had at least one year of vocal or instrumental experience is eligible to attend either or both summer camps. Participants will live in dormitories; the registration fee of $40 will cover all living and instructional expenses.

Students will participate in full ensemble rehearsals under the direction of professional conductors. There will also be small ensembles of selected players and singers, sectional rehearsals, special workshops in note reading, and listening sessions. A concert will be given at the end of each 15-day session.

Council Gets Local Help

Schools in 35 southern Illinois communities have appointed outdoor education chairmen at the request of the Educational Council of 100. They will help the council plan outdoor education programs at their new camp, "Si-Bo-Gi," which may begin operation yet this spring depending on the weather and the amount of labor and materials donated.

All ISNU Alums Invited To Centennial Commencement For Special Activities

In connection with the centennial commencement at Illinois State Normal University on June 8, graduates of all classes for the past 75 years will be invited back to the campus for special activities. The earliest class to be represented probably will be 1882.

Committees under the direction of Francis M. Wade, university alumni director, now are making plans for the centennial reunions, which will be held on both June 7 and 8. Groups graduated prior to 1916 will attend both days.

The centennial luncheon and business meeting for alumni precede the commencement program. Main speaker on this program, June 8, will be State Sen. David Davis of Bloomington.

Library Science Courses For Minor Offered at WISC

This summer Western Illinois State College will offer the following courses in undergraduate library science, each of which gives four quarter hours credit and is planned to meet the requirements of an undergraduate library science minor: School Library Organization and Administration, Children's Literature, and Reading Materials for High School Students—all during the first session, June 3 to July 12; second session courses, July 12 to Aug. 16, are The Library in the School and Community and The Library as an Information Center.

The two additional courses required to complete this minor will be offered during the second summer term of 1958. Tuition is $17 per term (two courses).

For information write to Mrs. Marguerite Schormann, Instructor in Library Science, Western Illinois State College Library, Macomb.

Schoolmasters Club Elects

The Illinois Schoolmasters Club elected and installed its new officers in February. They are: president, Roye Bryant, director of the Southern Illinois University placement service; secretary-treasurer, J. W. Carrington, director of laboratory school experiences at Illinois State Normal University; and members of the executive board—Supt. Guy Cornwell of Taylorville, W. W. Knecht of Kankakee Senior High School, and W. E. McBride of Farragut High School in Chicago.

Cousins Joins ERTC Board

Norman Cousins, author and journalist who is editor of *The Saturday Review*, has been appointed to the board of directors of the Educational Television and Radio Center. As a member of the board, Cousins will play a leading role in the development of policy governing activities of the center, which develops and distributes program materials for its 22 affiliated stations and is responsible for furthering growth of the medium.

WISC Names Football Coach

Louis Saban, former head football coach at Northwestern University, will become head football coach at Western Illinois State College this fall.

He replaces Wesley Stevens, who will be director of admissions.

Mr. Saban played with the Cleveland Browns before coaching at Case Institute of Technology, University of Washington, and Northwestern.

NCE Tells Summer Schedule

The six-weeks summer session at the National College of Education will be June 24 to Aug. 2. Two-weeks terms are planned for June 10 to 21; July 8 to 19; July 22 to Aug. 2; and Aug. 5 to 16.

Courses by guest educators will include: recent developments in the teaching of reading and language, educational therapy in reading, and the psychology of individual differences.

NEW HORIZONS
a suggestion we hope proves helpful

by Mildred Frey Borton

Here's successful way this Kalamazoo teacher used the community resources at her door to bring to her 2nd graders a meaningful, rich, learning experience. It is a new slant on effective cooperation between child, parent, school.

What my Daddy Does

Digest of article by Mildred F. Borton, Kalamazoo Public Schools, in Michigan Education Journal. A unit developed in cooperation with National Joint Council on Economic Education.

The theme—Our Parents Help Our Community—is adaptable for any grade. Research takes children where parents work; brings parents to school. After 4 months, climax came with pot-luck supper for parents, at school.

At pot-luck supper, parents saw photos of selves on-the-job (taken by teacher); listened to tape-recording of own child tell about importance of my daddy or my mother's work; given book of stories by child, called "Our Parents Help Our Community."

Parents were busy doing many things for family and community. There were salesmen, a postman, truck drivers, a riveter (a mother), a printer . . Parents made paper, boilers, reels, cornflakes, steel, furniture and transmissions.

The children learned from looking, listening, speaking, reading. Noted in a vital experience: "I can spell machine. My daddy works one." Sentences on classroom chart grew into stories; stories into book. Artists drew mural with reality; parents spotted selves.

For a quick little lift!

The cool, delicious taste and natural chewing of Wrigley's Spearmint Gum give you a "pick up." A satisfying treat, not rich or filling. Try tonight.

U. of Chicago to Stress Teacher Education This Summer

Twenty-seven workshops, conferences, and special programs for teachers and prospective teachers will be emphasized during the summer quarter at the University of Chicago. Elementary and secondary school teachers who have completed no more than 18 courses beyond the bachelor's degree may study at half tuition, under a program initiated to meet the shortage of teachers.

Workshops scheduled include Problems of Teaching Literature in Secondary Schools, July 1 to Aug. 2; Writing Music, June 24 to Aug. 30; Therapeutic Approach in Working with Individuals and Groups, June 24 to July 5; two on the Rorschach Test, July 8 to 12 and July 15 to 19; Methods of Family Research, Aug. 12 to 23.

Workshop in Reading, July 1 to 26; Language Arts in the Elementary School, July 29 to Aug. 16; Curriculum Planning, July 8 to 26; Education of the Gifted, July 29 to Aug. 16; Library Materials for Use with Children, July 31 to Aug. 2; and two workshops in Social Service Administration, July 1 to 12 and Aug. 5 to 16.

The conferences include Annual Conference on Reading, July 1 to 3; Annual Conference on Guidance and Personnel, July 27 and 28; and the Annual Conference of the Graduate Library School, June 17 to 21.

Special programs of the summer quarter include a special course in mathematics concentrating on topology; Geographic Aspects of Economic Development: Underdeveloped Areas, for teachers of social science, commerce, and geography; an institute for high-school teachers of mathematics sponsored by the National Science Foundation, June 24 to Aug 3; seminars on Implications of Social Change for the Schools, June 24 to July 26, and on Religion and General Education for Teachers and Administrators, June 17 to 28.

IATE Announces Activities

The Illinois Association of Teachers of English is planning its annual fall conference for Oct. 11 and 12 at the University of Illinois.

Current special projects which chairmen hope to be able to report on during the year are an Annotated and Critical List of Materials, a Survey of Teaching Load of English Teachers, Human Relations in the Teaching of English, and The Ideal English Classroom.

—Photo by SIU Photo Service

PERSONNEL WORK with college students was the topic of a conference at Southern Illinois University. A new two-year graduate program will offer an M.S. degree in education plus experience in SIU's office of student affairs. Seated, from left, are Marmion Bryan of Bethalto; Joan Weinhold of Pennington, N.J.; Carl Anderson of St. Louis; and Allan Rodgers of Albion. Dean Tollefson of Willow Lake, S. Dak., stands with Maude Stewart, associate professor of guidance, and I. C. Davis, acting director, student affairs.

Meetings on Graphic Arts Announced for This Summer

Graphic arts education will be featured at two meetings this summer.

From July 28 to Aug. 2, an annual Conference on Printing Education will be held at the Rochester Institute of Technology in New York. Topic of a report will be "How Do New Developments in Equipment Processes and Techniques Affect the Graphic Arts Teacher and His Instructional Program."

At the American Vocational Association convention in Philadelphia, a graphic arts session will be held on Aug. 8. The theme is "Modern Schools and Graphic Arts Education." Four Illinois people will take part in the program: John Henderson, head of the printing department at Washburne Trade School in Chicago; Edward M. Claude, chief of trade and industrial education of the Illinois Board for Vocational Education; Hobart Sommers, assistant superintendent of vocational education for Chicago public schools; and Bruce Cheadle, instructor at Englewood High School, Chicago.

Inquiries about these meetings can be sent to the International Graphic Arts Education Association, 5728 Connecticut Avenue NW, Washington 15, D. C.

Syracuse Has Assistantships For Prospective Women Deans

The Graduate School of Syracuse University has announced its 1957 Student Dean Program for young women interested in guidance and personnel work in high schools and colleges. The appointment is a graduate assistantship and is equivalent to a grant of $1400 per year, for room, board, and tuition. Appointments are usually for two years—half of the time for a practical work program and half for study. Occasionally one-year awards are made.

Candidates must have a bachelor's degree and will be selected on the basis of character, scholarship, leadership, experience, and interest in human relations.

Application blanks and further information may be obtained from Dr. M. Eunice Hilton, Director, Student Personnel Graduate Program, Syracuse University, Syracuse 10, N. Y.

Workshops Announced In Reading, Language Arts

The University of Chicago Department of Education will hold two workshops this summer for classroom teachers, supervisors, and administrators.

The Reading Workshop, from July 1 to 25, will also be of interest to librarians, consultants, and remedial teachers. There will be sections at elementary, high-school, and college levels, as well as more specialized sections. Registration in the workshop is for one and one-half course credits, or five semester hours. Information and application blanks may be obtained from Mrs. Helen Robinson, 5835 Kimbark Avenue, Chicago 37.

The Workshop in Language Arts in the Elementary School will be from July 29 to Aug. 16. Participants will work on curriculum and instructional problems in their own situations. One course credit, or three and one-third semester hours, will be awarded. Application must be made to Miss Mildred Letton, Department of Education, University of Chicago, Chicago 37.

Art Education Classes Announced for Summer at IIT

Eight art education classes are being offered graduate and undergraduate students during the Institute of Design's summer session at Illinois Institute of Technology from June 24 to Aug. 16.

Special opportunities will be made available for those students interested in doing their theses or projects in the fields of art and the retarded child, play sculpture, art and the mentally ill, and the graphic arts.

Registration for the courses is June 19 from 6 to 8 p.m. in the IIT Chemistry Building, 33rd and Dearborn streets. Further information may be obtained from John Waddell, head of art education, 3360 South State Street.

Two Department Heads At ISNU Will Retire

Heads of two departments at Illinois State Normal University plan to retire following the summer session. They are Dr. Emma R. Knudson of the music department and Prof. Clyde W. Hudelson of the agriculture department.

Miss Knudson joined the ISNU faculty in 1935, coming from Elgin, where she supervised music. Mr. Hudelson joined the faculty in 1920, coming from Western Illinois State College. Each has taught more than 40 years and is widely known in professional circles.

Coach at WISC Honored

Leroy Morley, head basketball coach at Western Illinois State College for the past seven years, was chosen by the Rockne Club as Small College Coach of the Year in 1956. He received the "Allen-Stagg" award at the annual Rockne Award Testimonial Dinner Mar. 4.

Last season Mr. Morley was chosen NAIA coach of the year.

Special Summer Workshops Will Help Meet Need For Qualified PE Teachers

Approximately 150 women were given emergency approvals during the current year to teach physical education in our high schools. Many of them wish to enroll for a physical education course which would give them practical help as well as qualify them to teach PE.

As a result, this summer the women's physical education departments of the University of Illinois and of Southern Illinois University are offering concentrated four-weeks workshops to meet this apparent and serious need.

The content of each course will include curriculum and program planning, teaching of selected physical activities, and source materials.

Last summer the UI offered such a course—PEW 230—"Secondary School Program in Physical Education for Girls." It will be taught this year from June 17 to July 13, will carry four hours credit, and will meet from 8 a.m. to 12 noon Monday through Thursday. Application for registration may be made to the Office of Admissions at the University. Application for housing should be sent to the University Housing Division, 108 Illini Hall, Champaign.

The SIU women's physical education department will offer a new undergraduate workshop entitled "The Physical Education Program for Girls in Junior and Senior High Schools." It is called PE 360 and carries four quarter hours credit. It will run from June 17 to July 13, from 1:10 to 4 p.m. Monday through Thursday. Dr. Dorothy Davies is chairman of the department. Inquiries should be addressed to her at SIU in Carbondale.

Duquesne U. Establishes African Affairs Institute

An African studies program has been established at Duquesne University. It is called the Institute of African Affairs and will begin operation in September, 1957. The purpose of the institute is to stimulate interest in African affairs and to provide trained personnel for government and industry.

The institute will provide systematic scholarly research; publish learned journals and periodicals; provide seminars and conferences of leading African experts from the academic, commercial, and governmental fields; encourage American students to a greater interest in Africa by providing African courses in the regular undergraduate curriculum; arrange tours for American students to Africa; provide a speakers bureau of African experts; and conduct an exchange program of African scholars and students with American counterparts.

Some of the courses which have already been included in the institute program are: Physical and Political Geography, Economic Geography, Developments of Indigenous Manpower in Africa, Africa and the World, Economic Growth and Development of Africa, and Government and Politics of Africa.

NU, NCCJ to Sponsor Human Relations Workshop

A Summer Workshop on Human Relations will be sponsored by the National Conference of Christians and Jews Aug. 5 to 23 at Northwestern University. Registrants can earn four and one-half quarter hours of credit from Northwestern's School of Education. Unless previously registered in the NU Graduate School, write for an application for admission blank to Office of Graduate School, Northwestern University, Evanston. If you do not wish graduate credit, apply to the Summer Session Office at the same address.

Speakers, discussion groups, field trips, etc., comprise the program of intensive training in intergroup education, planning instructional programs in human relations, and meeting intergroup tensions in a local situation.

Enrollment will be limited to 35 teachers, supervisors, administrators, and guidance and curriculum workers with various ethnic backgrounds. Teams of persons from the same community are encouraged to participate.

Tuition for the workshop is $67.50. A few scholarships are available from NCCJ. Inquiries should be addressed to Dr. Edward G. Olsen, Suite 918, 203 North Wabash Avenue, Chicago.

IESPA Names Panel Members For September Conference

"Science in the Elementary School" will be the theme for the fall conference of the Illinois Elementary School Principals Association, to be held Sept. 26 to 28 in Springfield. Leaders in science education who will participate in panel discussions are Dr. Gerald Craig of Columbia University; Dr. Wilbur Beauchamp of the University of Chicago; Dr. Francis Pope from the J. B. Lippincott Co.; Dr. Morris Meister of Bronx High School of Science, New York City; Dr. Herbert Zim and Dr. Will Burnett of the University of Illinois; Mrs. Grace Maddux of Cleveland public schools; Dr. Herman Schneider of the City College of New York; Dr. Walter Thurber of the State Teachers College at Cortland, N.Y.; Pres. Kenneth Freeman of Christian College in Columbia, Mo.; and Dr. Ira Dubins of Northwestern University.

Wheaton College Tells Schedule of Summer Courses

Regular summer sessions at Wheaton College begin June 22 and July 20, last four weeks each, and grant a maximum of five semester credit hours.

Besides complete courses in education, music, literature, and languages on the home campus, a graduate study in theology will be conducted. "Extension" courses are offered at the campus in Black Hills, S. D., in field sciences; and a recreational leadership session will be conducted at the Eagle River campus in Wisconsin.

From June 11 to 14 a "Literary Workshop and Conference" will be held.

Further information on these sessions is available from the college.

Plan a
VACATION
PRESIDENT CRUISE

TO JAPAN • THE PHILIPPINES • HONG KONG

S. S. President Cleveland
S. S. President Hoover
S. S. President Wilson

Join one of the six to nine-week all-inclusive summer tours; prices start at $998.

Longer tours, and Round-the-World extension programs available; or you may travel independently, on a program tailored to your budget and travel time requirements.

SUMMER SAILINGS
FROM

San Francisco	*Los Angeles*
June 13	June 15
June 26	
July 7	July 9

ASK ABOUT LOW-COST VACATION TRAVEL IN ECONOMY TOURIST CLASS

EARN COLLEGE CREDITS

Join one of the adventure-study cruise-tours, under the direction of well known educators, who are experts on the Orient... Earn up to six college credits as you enjoy a President Cruise of the Pacific! See your Travel Agent, or use the coupon.

Ask your Travel Agent for full particulars and folders

AMERICAN PRESIDENT LINES

American President Lines
311 California Street
San Francisco 4, Calif. Dept. B

Please send descriptive literature pertaining to
☐ Orient Tours ☐ Round the World

Name_____
Address_____
City_____ Zone____ State_____

Planning Should Begin for American Education Week

The national sponsors of American Education Week have announced the selection of the 1957 theme, "An Educated People Moves Freedom Forward." Dates for this year's observance are Nov. 10 to 16.

American Education Week—a joint project of the National Education Association, the American Legion, the US Office of Education, and the National Congress of Parents and Teachers—is now in its 37th year. Traditionally, the week is a period for community evaluation of school needs and achievements and is marked by open house and other public functions.

Activities will be unusually significant this year, due to public interest in schools generated by follow-ups on the White House Conference on Education and the emphasis on education resulting from centennial activities of the National Education Association. Discussion groups in every community will be urged "to consider education in a changing world."

Daily topics to be stressed in connection with the American Education Week theme are Sunday, Education for Moral Values; Monday, Education for Responsible Citizenship; Tuesday, What Our Schools Should Achieve; Wednesday, Ways to Provide Better Education; Thursday, Our Community's Teachers (National Teachers Day); Friday, Our School-Community Relationships; and Saturday, Our Own Responsibility for Better Schools.

Schools and communities are urged to begin planning for this annual observance. A special packet will be available about July 1 for $1.25; it includes a basic planning manual, handbook for speakers and writers, a poster, and other publicity items. To obtain these materials write to AEW at NEA headquarters, 1201 16th Street NW, Washington 6, D.C.

State Colleges Offer Outdoor Education Courses

During the coming summer courses in outdoor education are being offered at five of the state colleges.

Southern Illinois University is offering graduate and undergraduate courses in recreation, camp leadership, school camping, camp administration, and geology; and other courses dealing with the use of the outdoors for recreational and educational purposes.

Eastern Illinois State College and Western Illinois State College offer day-camping for the students in their laboratory schools. At Eastern prospective teachers can serve as counselors and practice teachers in this program.

Illinois State Normal University is contemplating courses in recreational leadership and camp counseling. A two-weeks course for handicapped children will be offered following the regular summer school.

Northern Illinois State College will offer two three-weeks courses in outdoor education at the Lorado Taft Field Campus at Oregon. These courses are offered for advanced college students and teachers in service; they carry graduate as well as undergraduate credit.

Book Written by EISC Man

Dr. Donald Alter, professor of social science at Eastern Illinois State College, has written a book, *The Lincoln Legend and Other Programs*, recently published by Pageant Press, Inc., of New York.

Written for production by educational, civic, and church groups, the programs feature poetry, music, and historical data. Sets may or may not be used, and the scripts may be performed by one or more actors. The programs—"The Lincoln Legend," "Prince of Peace," "Renaissance Portraits," and "War and Peace"—have been performed before many groups.

EISC Announces Itinerary For Field Studies to Alaska

The 1957 Prairie State Field Studies to Alaska, sponsored by Eastern Illinois State College, will leave by bus June 21. The general route passes through the Bad Lands, Black Hills, and Glacier National Park; then into Canada through Banff, Lake Louise, Jasper, Edmonton, Grande Prairie, Dawson Creek, Whitehorse, and Lake Dezdeash; and into Alaska to Fairbanks and Anchorage.

The group will fly back from Anchorage and arrive in Charleston on July 29. Seminar sessions will be held on the Eastern campus between registration day and the day of departure. Up to 12 quarter hours of undergraduate or graduate resident credit in geography, botany, or a combination will be granted. Cost to the student will be $625, which includes all expenses except meals and personal items. For further information, write to Dr. Albert Brown, director of the program at EISC.

Reduced Tuition Plan Applies to Library Courses

School librarians on elementary and secondary levels, and teachers who bear some responsibility for library materials, may register for summer work in the Graduate Library School at the University of Chicago for one-half the normal tuition fee.

The courses of particular interest to be offered this summer include "Story-Telling: Materials and Practice" and "Historical Development of Literature for Children."

Also of interest is the workshop on the "Evaluation of Library Materials for Children: The Language Arts," which will be held July 31 to Aug. 2. For further information, write to the Graduate Library School, University of Chicago, Chicago 37.

Centennial Pageant Planned

"A Century of Progress in the Rock Island Schools," a centennial pageant, will be presented this month. It was written by John Shantz, chairman of social studies, and Herbert Lindstrom, principal of Franklin Junior High School. Miss E. Dorothy Peterson, head of dramatics, will direct the production.

BS Degree in Nursing Will Be Available from SIU

A 15-quarter program leading to a bachelor of science degree in nursing will begin next fall at Southern Illinois University. The department of nursing is offering the professional curriculum in conjunction with the University of Illinois, marking the first time two tax-supported universities within a state have promoted a cooperative nursing program.

Students will spend their first six quarters at SIU taking professional and general education courses. By recommendation, they will be transferred to the UI School of Nursing, where they will receive five quarters of education and experience at the University's Research and Educational Hospitals in Chicago. They will complete the program by returning to Southern for a year in residence for senior nursing practice. They will attend three summer sessions in order to complete the program within four years.

Applications are now being received for the first class, which will be admitted Sept. 23. Further information is included in a brochure which may be obtained by writing to Miss Virginia Harrison, chairman of the department of nursing at SIU.

ETRC Grants Will Help Educational Radio Stations

A three-year program of grants for educational radio production will be launched this year by the Educational Television and Radio Center in cooperation with the National Association of Educational Broadcasters.

The Center will provide $100,000 each year until 1959 to accredited educational institutions for the development of radio programs which will be recorded and made available for broadcast by the 136 educational radio stations of the NAEB network. The programs will fit into the general theme "The American in the Twentieth Century."

Application for 1957 grants can be made or additional information received by writing to the NAEB, 14 Gregory Hall, Urbana, Ill., before June 15.

EISC Announces Workshop, Concentrated Study Program

A workshop, Teaching Communications, will be offered by the English department at Eastern Illinois State College this summer. It is designed as a course in which teachers of English, reading, speech, foreign languages, and journalism can exchange ideas, devise methods of cooperation between their related fields, and study new and existing methods and practices.

The course offers graduate or undergraduate credit and requires junior standing.

The summer session will also feature intensive courses in three subjects. Under the concentrated study programs, students may enroll for three courses in either beginning French, mathematics, or physics and complete a full 12 quarter hours of study in one subject in eight weeks.

Graduate Degrees in Music Will Be Offered by SIU

Courses leading to master of music and master of music education degrees will appear on the fall term schedule at Southern Illinois University. The degrees have been authorized by the SIU board of trustees.

Allowing for majors in four areas of study (music literature and history, music theory and composition, applied music, and music education), the curricula include a unique co-requirement in that all students must study the history and analysis of musical style and research techniques in addition to completing theses.

Features in the program include courses in the pedagogy of music history and literature, theory, and applied music designed to train future college teachers. Other highlights of the 33-course series are graduate seminars in each of the four major areas and advanced courses.

ISNU Offers Summer Course On Teaching Partially Seeing

Illinois State Normal University is one of four colleges in the nation which will offer 1957 summer courses meeting standards recommended for the preparation of teachers of partially seeing children, according to information received by the National Society for the Prevention of Blindness.

Scholarships for these courses are available from the Delta Gamma Foundation, 1820 Northwest Boulevard, Columbus 12, Ohio, and from some local Lions clubs. Detailed information about the ISNU course can be obtained by writing to Dr. Rose E. Parker, Director, Division of Special Education, Illinois State Normal University.

SIU Has Minor in Safety

A minor in safety education which meets National Safety Council recommendations has been approved for students at Southern Illinois University. It will appeal especially to those majoring in industrial education, health education, and recreation.

Requiring 24 quarter hours of courses in health education, psychology, and industrial education, the minor is offered at no other midwestern university expect Michigan State. Southern's safety education minors who go into teaching will be qualified as playground and industrial education safety supervisors.

Director, Assistant Named

Roy K. Wilson has been named director of Press and Radio Relations for the National Education Association. He had been acting director since Belmont Farley retired in December. New assistant director for the division is Thomas A. Erhard, who had been public relations director of Albuquerque, N. M., schools. He has also been a sportswriter, Army newspaper columnist, teacher of English and creative writing, and director of high-school publications.

You'll see more of magnificent Canada from the Scenic Domes of

The Canadian

Canada's only stainless steel streamliner takes you along the Banff-Lake Louise Route through 2,881 miles of ever-changing scenery.

Step aboard *The Canadian* and enter a new vacation world! Relax in your comfortable armchair. Stroll to the Mural Lounge for refreshments. Enjoy meals in the Skyline Coffee Shop, or in the Deluxe Dining Room Car. Coach, tourist, or first class, every seat is reserved at no extra fare. *The Canadian* is in daily service throughout the year between Montreal and Vancouver and Toronto and Vancouver. Ask your travel agent about all-expense tours in the Canadian Rockies or see Canadian Pacific in principal cities in the U.S. and Canada.

Canadian Pacific

You can be too late!

The time to make sure you're getting the most for your Auto Finance and Insurance dollar is *before* you sign with somebody else. It takes only a few minutes to get our quotation by collect telephone.

STATEWIDE TEACHERS FINANCE COMPANY
410½ So. Fifth • Springfield, Ill.
Phone 8-7579

AUTO-TOURIST SHORTCUT ACROSS LAKE MICHIGAN
MILWAUKEE, WIS.—MUSKEGON, MICH.

S. S. MILWAUKEE CLIPPER

Save 240 Miles of Driving on Congested Highways

Comfortable bedrooms. Luxurious lounges. Spacious decks. Children's playroom. Fine food and refreshments at reasonable prices. Entertainment. Daily sailings East and West. For illustrated folder write Wisconsin & Michigan Steamship Company, 603 E. Erie St., Milwaukee, Wis.

ONE WAY RATES
Auto $8.69
Passenger $5.23
(Plus Tax)

TICKET OFFICES & DOCKS:
Milwaukee, Wis.—603 E. Erie St.
Muskegon, Mich.—"The Mart"

Some Out-of-State Summer Schools Announced

There are several summer study programs in other states which may be of interest to Illinois teachers.

At George Peabody College for Teachers in Nashville, Tenn., the special five-weeks midsummer term from June 24 to July 26 will include a course entitled American Life and Thought, "to help students identify significant patterns in the fabric of American culture." Prominent visiting lecturers will conduct the course. The midsummer term was arranged for teachers, who are often kept from regular sessions because of opening or closing dates of their schools.

A workshop on Family Life Education will be offered from June 24 to July 5 by Western Michigan University at Kalamazoo. Two semester hours of graduate credit are available to high-school and college teachers, social workers, parent educators, etc. The registration fee is $31. Further information is available from Dr. Mark Flapan of the department of sociology.

The Harvard University Summer School offers programs for teachers of social studies and of English. The Teaching of Modern Literature in Secondary Schools will be taught from July 1 to Aug. 14 for four units graduate credit. Registration is $15 and tuition, $75.

The History of Far Eastern Civilization will be offered from July 1 to Aug. 21 at Harvard. The other course for social studies teachers is The Developments of the Concepts of Constitutional Government. It will run from July 1 to Aug. 14.

Requests for further information should be addressed to Harvard Summer School, 2 Weld Hall, Cambridge 38, Mass.

Summer Program at ISNU Includes Clinics, Workshops

Several workshops offering graduate credit and a group of one-week Centennial Clinics are scheduled at Illinois State Normal University this summer. A Cheerleading Summer School will be held from June 23 to 28.

Other non-credit features include the annual Athletic Coaching School, sponsored by ISNU and Western Illinois State College, at Normal June 11 and 12. The annual educational conference and exhibit are July 15 to 18. A Conference on Public Issues will be held June 25 to 27.

The credit workshops include one for junior high-school principals from July 22 to Aug. 2; Recent Trends in Home Economics, July 8 to 19; and an Around-the-World Field Trip in Geography from June 12 to Aug. 20.

Dates for the one-week clinics are: June 10 to 14–Parent-Teacher; June 17 to 21 and 24 to 28–Handwriting; July 8 to 12–Junior High and Secondary School Mathematics; July 8 to 12 and 22 to 26–Basic Reading; July 15 to 19 and July 29 to Aug. 2–Advanced Reading; July 22 to 26–Audio-Visual Education; July 29 to Aug. 2–School Lunch Clinic; Aug. 5 to 9–Trends in Reading; Aug. 12 to 16–International Education.

WISC to Hold Music Camp

The annual Summer Music Camp of Western Illinois State College will be June 9 to 23. The first week is devoted to orchestra and vocal groups, which will be directed by Dallas Tjaden of Cedar Falls, Iowa, and Arthur L. Ridner of Iowa State Teachers College. The band group will meet the following week with Paul Behm of Mason City, Iowa, as guest director. High-school students attending the camp will be housed on campus.

—Federal Civil Defense Administration Photo

FORTY LEADING ADMINISTRATORS met with officials of the Federal Civil Defense Administration to discuss caring for school children during the critical hours following enemy nuclear attack or natural disaster. James Barnett, second from right, a radiation specialist with the FCDA health office, shows a radiological monitoring "survey meter" to, from left, Frederick Gathercole, superintendent from Saskatoon, Saskatchewan; H. G. Trout, director of field services for the Saskatchewan Teachers Federation; and Salvador Baiges of the Puerto Rico Department of Education.

Teachers, Home Economists Eligible for Textiles Course

Registration has begun for the 20th annual Refresher Course in Textiles and Testing Techniques, which will be conducted July 29 to Aug. 16, during the summer session at Teachers College, Columbia University. The course will be held at the United States Testing Co.'s main laboratories in Hoboken, N. J. This is the first year the college has offered the course for four points of credit toward a degree.

The comprehensive three-weeks course is open to representatives in home economics, education, and retailing and to others who have had elementary textile training. Through lectures, demonstrations, and elective practice sessions, students will cover all phases of analyses on textiles and related merchandise, identification of fibers, chemistry, detergency, and research. Special emphasis will be given to new fibers and fabrics.

For further information and application forms, write to Dr. Dean Foster, Director of Laboratories, United States Testing Co., Inc., 1415 Park Avenue, Hoboken, N. J.

Course for Superior Students To Be Tried at MacMurray

A three-year experimental course for superior high-school students will be undertaken in September by MacMurray College of Jacksonville, with funds from a $36,000 grant from the Lilly Endowment, Inc.

Jacksonville students of high academic standing will take the course, from a MacMurray professor, as a part of the regular school curriculum. The course will be designed to assist students in understanding their own abilities, devising reliable principles for correct thought, and establishing standards for moral action.

"This is a splendid illustration whereby the programs of the public high school and the college are synchronized. It will represent a unique effort, in some respects, to make the best use of the intellectual powers of outstanding senior students," said MacMurray Pres. Louis W. Norris, who proposed the course to the foundation last year.

This course will help students to think critically, to hasten their maturity, and to prepare for college. If they do not go to college, they will be able to make the maximum use of their high-school studies.

Should the experiment prove successful, MacMurray College plans to train teachers who can offer work of this kind in the typical high school.

National Recreation Month To Feature Local Awards

As a highlight of National Recreation Month this June, citizens and organizations will receive special citations from the National Recreation Association for service to their community recreation movements.

Nominations for the awards are being received by the NRA from community recreation agencies. Any individual or group not a member of the recreation profession is eligible for nomination.

Among contributions for which individuals and civic and fraternal organizations may be cited are distinguished service on park or recreation boards, volunteer leadership in community recreation programs, sponsorship of special events, and donation of land or facilities for recreation.

For additional information write to the National Recreation Association, 8 West Eighth Street, New York 11.

NCE Names Grad Director

Kenneth E. Howe, director of the Children's School of National College of Education, will become director of graduate studies in September. William Kuschman, superintendent from Northbrook, will take Dr. Howe's place.

This new position was brought about by the rapid growth of the Graduate School at NCE. Established in 1952, the school has a present enrollment of 279.

Dr. Howe is active in state and national education organizations. He came to NCE in 1952 after spending a year in Japan as educational consultant for the Allied Powers Supreme Command.

CT National Conference Will Be at U. of Delaware

The 14th Classroom Teachers National Conference will include time for delegates and guests to visit historic places in the eastern part of our country. It will be held July 7 to 19 at the University of Delaware in Newark.

Sight-seeing excursions are planned, and facilities for swimming and other activities will be provided.

Sponsored by the Department of Classroom Teachers of the National Education Association, the conference will feature general sessions in the morning and discussion groups each afternoon. Speakers from the university faculty and the NEA staff will discuss such topics as the teacher and his role in a democracy, history of Delaware, and national and international events.

A $75 fee covers the conference program, board, living accommodations, and incidentals. Each participant will receive a certificate which is recognized by many administrators as evidence of in-service training. An additional fee of $26 will provide two hours credit from the university.

To register, write to the DCT at 1201 16th Street NW, Washington 6, D.C.

Study of the Far East Offered This Summer

Programs of summer study for educators and community leaders interested in the Far East are being conducted by several colleges and universities in cooperation with the Asia Foundation and the Japan Society.

Designed to provide an introduction to problems in this area, the programs include institutes, workshops, and courses. Scholarships offered cover tuition and, in some cases, expenses.

The schools participating are Brooklyn (N.Y.) College, University of California, Duke University, University of Florida, University of Kansas, University of Michigan, Ohio State University, State University Teachers College (N.Y.), Syracuse University, and University of Washington.

Address inquiries to Ward Morehouse, Executive Secretary, Conference on Asian Affairs, Inc., 341 Lexington Avenue, New York 16.

Harvard Offers Teachers Summer Science Courses

Harvard University is offering three courses for science teachers this summer, each carrying four units of graduate credit. Fellowships are available (each providing a total of $565) for secondary school teachers who enroll in both "Recent Developments in Physical Science" and "The Teaching of Science."

"Science in the Elementary School" is offered for teachers and supervisors interested in the elementary science program.

For fellowship application or for further information about these sessions, which will be July 1 to Aug. 14, write to Harvard Summer School, 2-F Weld Hall, Cambridge 38, Mass.

THE SHELDON READERS

A New Basic Reading Series

by

DR. WILLIAM D. SHELDON, Director, Reading Laboratory, Syracuse University

DR. MARY C. AUSTIN, Harvard Graduate School of Education

QUEENIE B. MILLS, Professor, Early Childhood Education, University of Illinois

ROBERT A. McCRACKEN, Head, Reading Laboratory, Ball State Teachers College, Muncie, Indiana

and nine contributing authors

Grades 1-6 now ready
Grades 7-8 in preparation

A. New interest-holding stories, with modern settings for primary pupils of today.
B. Emphasis on teaching children how to read from primary grades through all succeeding levels.
C. Diagnostic testing programs through the entire series contained in teachers' manuals and pupils' activity books.

Allyn and Bacon, Inc.

310 West Polk Street **Chicago 7, Ill.**

"SIDE TRIPS" *In France*

Mont-St. Michel is the highlight of the French National Railroads motor coach tour of Normandy.

The combination of Rail travel for long distances plus comfortable motor coach tours through the picturesque countryside is really the best way to see France.

The easiest way to "get there"... *anywhere* in France ... is by rail. You are assured fast, frequent and punctual service, the result of an exceptionally efficient system. For comfortable sight-seeing, vacationing, or business travel...the railway is the right way in FRANCE.

Tickets may be purchased before you leave through your Travel Agent or at any of our offices.

323 Geary Street, San Francisco, Cal. • 1231 St. Catherine St., W., Montreal, P. Q.

French NATIONAL RAILROADS

FRENCH NATIONAL RAILROADS, 610 FIFTH AVE., N.Y. Dept. I-4

Please send me free illustrated booklet "France."

Name _____
Address _____
City _____ State _____

WASHINGTON UNIVERSITY
SAINT LOUIS

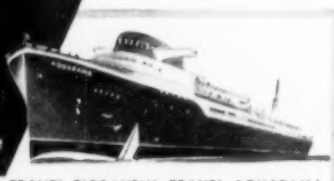
1957 SUMMER SCHOOL

First Session	JUNE 17 – JULY 24	Three hundred undergraduate and graduate courses in Liberal Arts subjects, Business and Public Administration, Education, Engineering, Music, Physical Education, and Social Work. Certification requirements for teachers.
Second Session	JULY 25 – AUGUST 30	
WORKSHOPS	June 17 to July 5	1. Junior High School Core Program 2. Economic Education 3. Audio-Visual Education
	June 17 – July 24	4. Science Education
	July 8 – July 12	5. Educational Television

For complete information request a Summer School Bulletin

Director of Summer School
Washington University
St. Louis 5, Missouri

New Detroit-Cleveland Auto
SHORT-CUT across Lake Erie
Save 180 Miles of Tough Driving!
Enjoy Cool Comfort . . . Faster Service



TRAVEL ELEGANTLY—TRAVEL AQUARAMA
Daily sailings

new s.s. AQUARAMA

Low auto-to-passenger rates. Ocean Liner comfort—beautiful lounges, spacious decks, good food and drinks, dancing and entertainment. Supervised children's playroom. (Food, refreshment only additional cost).

For illustrated folder write Michigan-Ohio Navigation Company, Dept. ST-5, 2028 National Bank Bldg., Detroit
TICKET OFFICES & DOCKS:
Detroit—Foot of W. Grand Blvd.
Cleveland—Foot of W. Third

DO YOUR PUPILS GET 370 HOURS* OF ALCOHOL-NARCOTIC EDUCATION?

**90 hours oral teaching; 280 hours from texts in hands of pupils.*
State School Code.

We are prepared to supply you with inspection copies of suitable texts, curriculum helps, free film service, and other aids to help you meet the Code.

Alcohol Education Foundation

311 B East Capitol Ave.,
Springfield, Ill.

Summer Conference at WISC June 18 Will Be on Guidance

"The Role of the Teacher in Guidance" is the theme for the annual summer conference to be held at Western Illinois State College on June 18.

Dr. Raymond Hatch, assistant dean of the education college at Michigan State University and president-elect of the National Vocational Guidance Association, will be the principal speaker. David C. Tripp of Science Research Associates will speak on "How Teachers Can Use Standardized Tests." Dr. Leo Bent, head of the education department at Bradley University, will talk on "Suggestions for Establishing a Testing Program in a School System." Dr. Thomas Fitzgibbon of the California Test Bureau will discuss "Recent Developments in Testing."

Discussion groups in the following areas will be organized during the conference: starting a guidance program in a small school, reducing school dropouts, follow-up and evaluation, special events in guidance, improving school-home relations, guidance units, and improving discipline through guidance.

Retiring Teachers Urged To Keep Active, Join IRTA

Should a retiring teacher expect to reside in the state or not, he or she will find that membership in a nearby chapter of the Illinois Retired Teachers Association can be of continuing interest and benefit.

Members are actively engaged in social, legislative, and economic welfare of the group. Questions often arise concerning group insurance, pensions, homes for retiring teachers, and pending legislation. These are studied at close range with fellow retired educators.

The IRTA is affiliated with the National Retired Teachers Association and has headquarters in Room 1408, 220 South State Street, Chicago 4. Write to Mrs. Marjorie Cook, president, for information.

Scholarships Announced For Graphic Arts Study

Scholarships soon will be available for college students preparing for positions in all phases of the graphic arts industry—teachers, executives, salesmen, etc. Forming the scholarship trust fund is the Education Council of the Graphic Arts Industry, Inc. A flexible program has been planned for accepting funds and for making grants to colleges offering graphic arts programs. Awards probably will begin this summer.

Scholarship Grants Given

Western Illinois State College is the recipient of two scholarship awards from the Radio Corporation of America. An $800 grant will be made next year to either a senior or junior majoring in mathematics or science. A $250 award will be given to a freshman or sophomore interested in teaching.

EISC Announces Conferences

Five major conferences will be held on the Eastern Illinois State College campus this summer in addition to the eight-weeks summer session which opens June 10. The schedule of conferences is: June 4 and 5—Elementary School Principals Conference; June 19 and 20—Education Conference and Exhibit, and Conference of Illinois Congress of Parents and Teachers; July 1 to 3—Parent Education Conference; July 23—School Business Management Conference.

UI, IIT Plan Exchange

A graduate scholarship exchange program has been established between Illinois Institute of Technology and the University of Illinois. Each institution will award a scholarship to a high standing senior of the other, for graduate study during the 1957-58 academic year and the 1958 summer session.

The scholarships, which cover tuition and most fees, provide for study in any liberal arts, science, or engineering field at either institution.

YOURS FOR THE ASKING ...

Here is a convenient way to order informational material offered by advertisers in May. You will find teaching aids, travel literature, or other descriptive literature to serve as a guide to your school or personal buying. Your requests will be forwarded promptly to the companies. For fastest service, write directly to the advertisers at addresses shown in their ads.

131. **Children's Books** is a classified catalog of books for grades one to nine. *Books for Young People* is a catalog of books for high-school libraries and teen-age reading in general. (Little, Brown and Co.)

132. **Help! Help! Help!** is an illustrated booklet for persons who have written manuscripts and are interested in book publication. (Greenwich Book Publishers)

133. **Brochure** describes attractions aboard the new multimillion-dollar "S.S. Aquarama" that will begin daily service on Lake Erie between Detroit and Cleveland June 14. Includes sailing schedules and rates for passengers and automobiles. (Michigan-Ohio Navigation Co., Inc.)

134. **Across Lake Michigan by S.S. Milwaukee Clipper,** an illustrated folder, tells how you can take your car across Lake Michigan between Milwaukee, Wis., and Muskegon, Mich., enjoy a six-hour cruise, and eliminate 240 miles of driving. (Wisconsin and Michigan Steamship Co.)

137. **Folders** giving complete information on teacher and student tours. (American President Lines)

138. **Leaflet** showing in full color one of Wisconsin's newest attractions for personal or school trips. (Cave of the Mounds)

1. **Posture Posters,** a set of seven, are designed for use in the classroom to illustrate the principles of healthful posture. (American Seating Co.)

39. **Graded Catalog** of children's books for high-school libraries. (J.B. Lippincott Co.)

45. **The Genie Story** is a 16-page, full-color book in which a Genie shows a school boy the part that coal plays in our daily lives. One copy to a teacher. Class quantity may be ordered after examination. (National Coal Association)

88. **France** is a 24-page booklet in color, with its charming cover and inside illustrations by well-known French artists, beautiful photographs, and helpful information on what to see and look for in various regions of France. (French National Railroads)

113. **Summer School Bulletin** shows special emphasis on teacher training. Courses include field work at Black Hills Science Station in South Dakota; camp training program at Long Lake in Eagle River area, Wisconsin; as well as at the home campus of Wheaton College.

110. **Outline** of a nationwide home exchange plan for teachers, students, or other vacationers, which tells how summer expenses may be kept to a minimum. (Wallace E. Baker)

125. **The Traveler's Friend**—24-page, purse-size booklet of tips for the traveler—includes dollar exchange values and time changes all over the world; equivalents in weights and measures; space for itinerary and record of expenses; and suggestions on gratuities. (The First National City Bank of New York)

USE THIS COUPON

State Teachers Magazines, Inc.
Dept. B, 307 N. Michigan Ave.
Chicago 1, Illinois

Available in school year of 1956-57 only

Send me the items covered by the numbers circled. I indicate quantity desired where more than one copy is available. 3c is enclosed for each number circled.

131. 132. 133. 134. 137. 138. 1. 39. 45. 88. 113. 110. 125.

Name

Subject Grade

School Name

School Address

City State

Enrollment: Boys Girls

LIPPINCOTT BOOKS

Adopted by the ILLINOIS READING CIRCLE

MR. CHARLIE'S GAS STATION
By EDITH THACHER HURD. *Pictures in color by Clement Hurd.* Lovable Mr. Charlie takes up a fascinating new trade. 7 x 8½. 32 pp. Ages 3-6. List Price $2.00

A TREE FOR ME
By NORMA SIMON. *Pictures in color by Helen Stone.* A small child's joy and wonder at the miracle of an apple tree's growth. Side-sewn, reinforced binding. 6⅝ x 9. 32 pp. Ages 3-6. List Price $2.00

THE MYSTERY AT DING-DONG GULCH
By PAGE CARTER. *Illus. by Fred Collins.* Three cousins find themselves mixed up in a mystery involving a curious house and an old mine. 5⅜ x 8. 160 pp. Ages 8-12. List Price $2.50

HIGH, WIDE AND LONESOME
By HAL BORLAND. The true story of pioneering boyhood in Colorado. Named one of best 1956 adult books for young people by ALA and Secondary Education Board. 5⅜ x 8. 256 pp. High School. List Price $3.75

TRUE LOVE FOR JENNY
By MEBANE HOLOMAN BURGWYN. Family misunderstandings and a romance plague a high school girl in a sympathetic story of small-town America. 5⅜ x 8. 192 pp. Ages 12-16. List Price $2.75.

THE REAL THING
By ROSAMOND DU JARDIN. College makes Toby Heydon face significant decisions. Sister Midge has her problems, too. 5⅜ x 8. 192 pp. Ages 12-16. List Price $2.50

ISLAND IN THE BAY
By DOROTHY SIMPSON. Sixteen-year-old Linn determines to remain on an isolated Maine island and earn a place among the lobstermen. 5⅜ x 8. 192 pp. Ages 12-16. List Price $2.50

Order from
Illinois Reading Circle
All Books Cloth Bound

J. B. LIPPINCOTT COMPANY
E. Washington Square,
Philadelphia 5, Pa.

Education Service Bureau
A TEACHER PLACEMENT SERVICE

Over 20 years service placing teachers in public and private elementary and secondary schools and colleges and universities throughout the United States.

Free Registration

306 South Ninth Street
Columbia, Missouri

TEACHER VACATIONS HALF COST or LESS

Something new! Travel where you will. Live at low cost in other teachers' homes.

Hotel and motel rates prevent many teachers from traveling as much as they wish, or staying for as long a time. Too costly. This new service enables teachers to exchange homes, so that vacations, long or short, to any desired section of the United States cost half, or less. Write for complete details of this new plan to

TEACHERS HOME EXCHANGE DIRECTORIES

P.O. Box 4726 San Francisco 1, Calif.

FLORIDA
enjoy LUXURY
IN THE
THRIFT SEASON
AS THOUSANDS NOW DO
The FULLY AIR-CONDITIONED
Concord HOTEL
ST. PETERSBURG

Tiled Bath & Shower with every room. Beautiful Garden Patio & Swimming Pool. Second Ave. North at First St. PLEASE WRITE FOR Booklet-in-Color.

BOOK MANUSCRIPTS CONSIDERED

by cooperative publisher who offers authors early publication, higher royalty, national distribution, and beautifully designed books. All subjects welcomed. Write, or send your MS directly.
GREENWICH BOOK PUBLISHERS, INC.
Attn. MR. GATSBY 489 FIFTH AVE.
NEW YORK 17, N. Y.

TOMORROW DRAWING BOOK

$1.99 THE MODERN WAY TO TEACH DRAWING

AUDIO-VISUAL DRAWING PROGRAM Box 381 Carlsbad California

SUMMER POSITIONS AVAILABLE

Camp counselor positions are open on staff of Camp Windego near Wild Rose, Wis., from June 18 to August 21, supervising camping program for 10-16 year old Girl Scouts. Excellent salary plus room and board. Some group work experience preferred. Request additional information from Evanston Girl Scout Council, 828 Davis St., Evanston, Ill.

T. A. FOLEY LUMBER CO.
Lumber for Schools
Lock Drawer No. 336 Paris, Illinois

IT'S news to us

These are announcements by the manufacturers of new products which we believe will be of interest to educators. This listing should not be construed as a recommendation by the editor. If unable to find these products in your locality, write to ILLINOIS EDUCATION *and your request for further information will be forwarded to the manufacturer.*

Swif is a time- and effort-saving solder. It is a real 50-50 tin-lead paste solder with flux. It cleans, tins, and solders in one operation. There are two formulae: one contains acid flux for general work, and the other contains non-corrosive flux for electrical work. Swif is applied before heating, offering a definite safety advantage. This frees the hand which ordinarily applies the solder during heating and allows the worker to devote his full attention to the heating. The heat of a match is sufficient to solder wires and thin metal. Youngsters in arts and crafts classes can quickly and easily solder for copper jewelry and other handiwork. Available in several sizes up to 3 lbs.

Practice-On was designed by a grade school supervisor to help any child learn his basic skills as fun rather than as a chore. It provides a workshop in addition, subtraction, multiplication, and division—plus time-telling, printing, writing, and musical notation. Children can combine these basic facts with writing and drawing on the two smooth, shiny windows with the automatic colored pencil. When finished, the writing is removed from the window by rubbing lightly with an ordinary cloth or cleansing tissue. Colorful, practical, and inexpensive.

Mobile Classroom is a 12 ft. x 45 ft. steel and aluminum trailer which will accommodate 30 pupils. It has special

ventilating windows with awning-type aluminum shades; there are built-in shelves, fluorescent light, ventilating fans, asphalt tile floors, and a small oil furnace. Coat racks and closet space are provided. The "handy" classroom can be shifted to fast-growing neighborhoods as permanent structures are being completed.

Ozium glycol-ized air conditioner now comes in a new No. 500 "personal size" which guarantees 500 measured sprays. It quickly removes smoke, destroys odors, reduces air-borne bacteria, and beneficially treats the air indoors wherever people congregate. It is a formula of well-balanced

A NATIONAL SERVICE
ALBERT Teachers Agency
Original Albert—Since 1885
TEACHERS! Efficient, reliable and personalized service for teachers seeking professional and financial advancement. Under direct Albert management for three generations.
Member NATA
25 E. JACKSON BOULEVARD, CHICAGO 4, ILL.

HUFF TEACHERS AGENCY
MISSOULA, MONT.
Member N.A.T.A.
The West, Alaska, Hawaii, Foreign
Opportunities are waiting
Western Certification Booklet with
FREE LIFE MEMBERSHIP. REGISTER NOW. 42 Years Placement Service

CLINTON TEACHERS AGENCY
Member N.A.T.A. 37th Year
If it is a position in the Midwest, West or Alaska, we can find it for you. Enroll now.
706 South Fourth Street, Clinton, Iowa

Don't Miss The Boat!
Salaries were never so high—opportunities never so great! Calls pour in on us from as fine schools as can be found in all the U.S.A. Don't put it off—write us today.
HUGHES TEACHERS AGENCY
Member N.A.T.A.
25 E. Jackson Blvd. Chicago 4, Ill.

Arizona TEACHER-PLACEMENT AGENCY
MEMBER N.A.T.A.
1540 W. JEFFERSON ST.
PHOENIX, ARIZONA
"In the Valley of the Sun"
SERVING ARIZONA and the SOUTHWEST

FOR THE BETTER POSITIONS
contact
Illiana Teachers Service
Champaign, Illinois
OUR SERVICE IS NATION-WIDE

ROCKY MT. TEACHERS AGENCY
TEACHERS COME WEST
Where It Pays To Teach. Free Enrollment.
Largest In West. Wm. Ruffer, Ph.D., Mgr.
410 Guaranty Bank Bldg., Denver, Colo.

EARN YOUR M.ED. DEGREE AT NATIONAL
● Five Summer Sessions Begin June 24
Private college with laboratory school. For nursery and elementary school teachers. Graduate and undergraduate credit. Small classes. Coeducational. Summer School and 4-year B. Ed., 5-year M. Ed. Convenient location on Chicago's beautiful North Shore.
WRITE FOR SUMMER SCHOOL FOLDER
NATIONAL COLLEGE OF EDUCATION
Director of Admissions
2824 Sheridan Road, Evanston, Illinois

THE Yates-Fisher TEACHERS AGENCY
PAUL YATES, Manager
ESTABLISHED IN 1906
KINDERGARTEN THROUGH UNIVERSITY
23 E. Jackson Blvd. • Chicago 4, Illinois
MEMBER NATA

PESTALOZZI FROEBEL TEACHERS COLLEGE
Primary ● Kindergarten ● Nursery School
SUMMER COURSES FOR TEACHERS
10 weeks—6 weeks—4 weeks—2 weeks
Write For Summer Bulletin
207 So. Wabash Ave. Chicago 4, Ill.

ANNOUNCING . . .

THE NEW CLASS RECORD BOOK

Model has recognized the many requests of teachers for an improved class record book by redesigning such books to comply with the need for more space for recording pupil names and grades.

The New Model Class Record Books are nearly 2 inches wider with 50 per cent wider space for recording daily marks. The book is 10 inches long, has 42 pupil names per page, with sufficient space for 12 classes for the full school year. Where desired upon special order, these books may be had with additional sections.

Printed in colors on 24 lb. white ledger paper, with cordwain, pressboard or cloth covers, bound by staple or wire. From this variety, you may choose a book to suit your own requirements.

We build a Class Record Book for any report card period.

Model Publishing & School Supply Company

1606-08 Hodiamont Ave.
St. Louis 12, Missouri
Member of N.S.S.I.

COMBINE **PROFITABLE STUDY** WITH YOUR VACATION

SEND TODAY FOR FREE BULLETIN
Write Director of Summer School
Dept. 571E

WHEATON'S 43rd ANNUAL
SUMMER SCHOOL

FACULTY OF 75

Complete courses include . . . special work in Teacher Training, Graduate School of Theology, Conservatory of Music, Black Hills Science Station, Northwoods Honey Rock Camp, Summer Institute of Missions. Air-conditioned library. New chemistry building. Combine professional training with friendly Christian fellowship.

Inter-Session—June 11 to 21
First Term—June 22 to July 19
Second Term—July 20 to August 16
Black Hills Expeditions leave June 21 and July 19
Northwoods Honey Rock Camp—June 11 to August 17

Tuition Free to pastors, full-time Christian workers and alumni for the Inter-Session period.

WHEATON COLLEGE • Wheaton, Illinois

De Paul
UNIVERSITY
SUMMER SESSIONS
Graduate and Undergraduate Courses
LIBERAL ARTS AND SCIENCES • MUSIC
COMMERCE • PHYSICAL EDUCATION • LAW
Two Summer Sessions.
Write today for bulletin and dates.
Dean of Summer Sessions,
DePaul University, Chicago 1, Illinois

propylene and triethylene glycols and other chemicals which, when sprayed in mist-like form, not only quickly rids the air of objectional odors, but is also an excellent air sanitizer.

Executive Portable Lectern is designed to be used in widely separated places. The sturdy, light-weight unit unfolds for instant use and folds for storage or carrying. The reading surface is comfortably inclined. Available accessories include lamp and carrying case.

Board Briefs

Meeting: April 7, Hotel Sherman, Chicago.

Present: Pres. W. J. Goreham; directors Mildred Toomey, A. W. Boley, Earl Hanson, Edith Rosenstiel, Walter Albertson; Executive Secretary Irving F. Pearson.

Business: The board approved minutes of its previous meeting; entertained several communications; and received reports of the governing committee chairmen, president, executive secretary, and field service representatives. It approved the current association financial report.

The board authorized the expenditure of $500 for billboard advertising, should the Illinois Congress of Parents and Teachers, the Illinois Association of School Boards, and the Outdoor Advertising Association of Illinois elect to renew the joint project. It appointed Gerald Brown of Waverly as representative to the Governor's Conference on the Physical Condition of Youth to be held May 25.

The board reappointed the following persons to the IEA Commission on Teacher Education and Professional Standards, for three-year terms: Virgil C. Dollahon, Pekin; E. W. Rowley, Joliet; Katherine Stapp, Danville; Roye R. Bryant, Carbondale; and Mary H. Maberry, Carthage. It also appointed Mildred Toomey of Wood River as a new member of the commission. The board approved the list of state association delegates to the NEA convention at Philadelphia.

President Goreham was appointed to serve as a member of the IEA-PTA-IASB Joint Committee, succeeding the late Bertrand L. Smith. The board authorized the purchase of $10,000 federal farm loan bank notes for the staff retirement fund, and approved petitions for the creation of a new Illinois Education Association division out of territory generally described as Section VII of the present Lake Shore Division. It accepted the bid of Kable Printing Co., Mt. Morris, for the printing of the association journal, ILLINOIS EDUCATION. The board also authorized the purchase of replacement cost insurance for the headquarters building.

IRVING F. PEARSON
Executive Secretary, IEA

trained to
TEACH?
you might prefer to serve in educational
sales work!

As one of America's top-ranking Publishers of Handwriting Courses, we are now offering teacher-trained men and women who can qualify, attractive opportunities under our new sales organization plan.

Presently we are considering applicants for the state of—

Illinois

If you are in the 25-45 age bracket, qualified educationally and with teaching experience, it is not necessary that you be an expert penman. Any improvement needed in your handwriting will be provided as a part of our sales training course here at Columbus.

You must be able to give classroom demonstrations and meet with teachers in consolidated groups, handwriting work shops, etc.

Travel is necessary as work may take you into the field for several weeks at a time.

Position pays salary and expenses with extra bonus for exceptional sales success.

Applications Confidential

Please give your educational background and experience and include character references with your application.

Many teacher-trained men and women have met with outstanding success in Educational Sales Work.

Perhaps *this* is *your* opportunity!

Address—
THE ZANER-BLOSER COMPANY
Dept. I.E. Columbus, Ohio

Handwriting Publishers Since 1895

VISIT THE
CAVE OF THE MOUNDS
BLUE MOUNDS • WISCONSIN
WISCONSIN'S UNDERGROUND WONDER
OPEN DAILY U S Highways 18-151
Twenty-five Miles West of Madison

New rooms opened 1957
Recommended in all AAA Publications.

CURRENT Publications

(Publishers' addresses in last column.)

For Teachers

The Teacher's Personal Development, William F. Bruce and A. John Holden, Jr. Henry Holt and Co.; 1957. Cloth. 346 pages. Price, $4.25.

Although addressed to all those concerned with the schools, this book is designed for a college teacher-training course. It enables the student to bring awareness of personal development in himself and others into relation with school experience. The text has depth, but is also adaptable for students who have had little preparation in psychology and other social sciences. Instructional films and reading references are listed.

Teachers For Our Times, John W. Harold. Intercollegiate Press, 615 Wyandotte Street, Kansas City, Mo.; 1956. Cloth. Illustrated. 93 pages. Price, $2.50; quantity rates.

Although he writes basically in the first person, Mr. Harold, a superintendent from Iowa, gives a broad picture of the importance of education and relates it to human values, creative leadership, public and parent-school relations. Subtitled "An Adventure in Human Relations," the book shows how the teacher and our society affect American education.

A Teacher Is A Person. Charles H. Wilson. Henry Holt and Co.; 1956. Cloth. Illustrated. 285 pages. Price, $3.75.

Written by the superintendent of schools in Highland Park this "educational autobiography" combines humor and an informal philosophy about education and its problems. One of his favorite subjects for criticism is the liberal arts college (and the respective professors); he proposes a renovation. Wilson's interesting experiences with education make enjoyable—sometimes provocative—casual reading.

Administration

The Superintendent as Instructional Leader. American Association of School Administrators, 1201 16th Street NW, Washington 6, D.C.; 1957. Cloth. Illustrated. 484 pages. Price, $5.

This 35th yearbook of the AASA covers, in a textbook fashion, the many tasks of a superintendent. It includes chapters on instructional improvement, personnel practices, public relations, evaluation, in-service training, etc. The last half of the book is the roster of AASA members.

The Elementary School Principal at Work. William V. Hicks and Marshall C. Jameson. Prentice-Hall, Inc., Englewood Cliffs, N. J.; 1957. Cloth. Illustrated. 332 pages. Price, $4.50.

Written about the elementary principal of the *present*, this informal book presents problems, solutions, and—the authors hope—inspirations. It should provide aid for the principal and information for the layman. It touches upon curriculum, PTA, teacher education, school spirit—not the history of the principalship nor statistical formulas for solving school problems.

Supervision As Cooperative Action, Muriel Crosby. Appleton-Century-Crofts, Inc., 35 West 32nd Street, New York 1; 1957. Cloth. Illustrated. 334 pages. Price, $3.50.

Describes the problems of a supervisor and stresses cooperation in the many aspects of operating and improving a school system. The author sets standards for helping and inspiring teachers. Curriculum development, grouping, professional advancement, etc., are discussed; and resource materials are listed for those studying supervision.

SENIOR CLASSES CLUBS GROUPS!

RAISE $50.00 $100.00 $1000.00

THIS QUICK EASY WAY

The BRUNDAGE line presents a fine arts line of all occasion greeting cards, gift items and novelties to help your group raise ever needed funds. Take advantage of the huge demand in your locality for Christmas as well as year 'round projects.

NO DELAYS—Orders Shipped Same Day

SERVING THE SCHOOLS PTA'S AND CHURCHES SINCE 1927

IVA E. BRUNDAGE & SONS

WRITE FOR DETAILS

4600 Oakman Blvd. Detroit 4, Mich.

Write for FREE illustrated, graded and keyed catalogue of approved children's books, with announcement of new Spring books.

Little, Brown & Company

34 Beacon St. Boston 6, Mass.

Mathematics

Functional Mathematics, Book Four, William A. Gager et al. Charles Scribner's Sons; 1956. Cloth. Illustrated. 578 pages. Price, $3.60.

The latest in a series of mathematics texts for junior and senior high, this volume (for grade 12) includes lessons in algebra, arithmetic, geometry, trigonometry, statistics, analytical geometry, and calculus. The "functional math" program interrelates the separate branches of mathematics and unifies in one series the basic concepts, ideas, and processes of these branches.

Plane Geometry, John F. Schacht and Roderick C. McLennan. Henry Holt and Co.; 1957. Cloth. Illustrated. 494 pages.

The first two chapters deal with an introduction to geometry and its basic definitions and assumptions. Emphasis is placed on reasoning, also in the non-mathematical situation. It includes exercises which are easy, difficult, and "optional"—not essential to the basic sequence of the course. Theorems are listed for reference and review in the back of the book.

Poetry

Variations in Verse, Robert O. Birkhimer. Pageant Press, Inc., 130 West 42nd Street, New York 36; 1956. Cloth. 156 pages. Price, $2.50.

Mr. Birkhimer, who is dean of Centralia Junior College, has collected about 100 poems which he has written in the past 20 years and which have been published in various periodicals. Several verses which concern teachers and education you may have seen in this magazine. He "projects the beauty, tenderness, drama, and irony of life" and "creates vivid imagery through simplicity."

Afterglow, Thelma Slayden Crosnoe. Exposition Press, Inc., 386 Fourth Avenue, New York 16; 1957. Cloth. 64 pages. Price, $2.50.

This collection of 63 poems by a kindergarten teacher in Mascoutah, Ill., represents various sentiments about love—from glory to desolation.

Psychology

The Psychology of Adolescence, Arthur T. Jersild. Macmillan Co., College Department, 60 Fifth Avenue, New York 11; 1957. Cloth. Illustrated. 438 pages. Price, $5.

Written for anyone who seeks to understand adolescence, the book covers the various phases of development and adjustment to life and society. The author has dealt extensively with adolescents and with studies and courses about them. He claims that persons who study adolescence will learn more if they seek to understand themselves at the same time.

Reading

The Enchanted Schoolhouse, Ruth Sawyer. The Viking Press; 1956. Cloth. Illustrated. 128 pages. Price, $2.50.

Brian Boru Gallagher, 10-year-old Irish lad, literally studied magazines his uncle sent from America; he couldn't wait until he would see all the splendid sights and modern conveniences. The excitement in his trip to America resulted mostly because of the fairy man which he took along. Although this attractively illustrated story was written for ages seven to 10, the hearts of educators will be touched by the tale of how the fairy promoted a badly needed schoolhouse.

The Buttons at the Soap Box Derby, Edith S. McCall. Benefic Press, Beckley-Cardy Co.; 1957. Cloth. Illustrated. 96 pages. Price, $1.60; quantity rates.

The latest in a series of primary readers, the Rucky Button books. Ranging from preprimer to grade three, the eight books have carefully controlled vocabularies with high interest levels. They tell about the adventures of the Button family—also at the zoo, on a boat ride, camping, etc. The other books in the series range from 48 pages and $1.32. The author was formerly an elementary reading consultant in La Grange.

Social Studies

Points for Decision: A Guide to Help Youth Solve Their Problems, Harold J. Mahoney and T. L. Engle. World Book Co.; 1957. Cloth. Illustrated. 566 pages. Price, $4.08.

Because increased inrollment in high schools prohibits effective individual guidance, the group approach is feasible and necessary, the authors believe. This is a textbook which considers problems of young people—social, health, occupational. It is intended to help the student understand himself and his problems and make his own decisions.

Problem Solving in Our American Democracy, J. Oliver Hall and Russell E. Klinger. American Book Co.; 1957. Cloth. Illustrated. 581 pages. Price, $4.40.

Problems of our times are "attacked," evidence is examined in arriving at conclusions, and plans of action are suggested. The book stresses the freedom and responsibility each individual has in facing and solving problems of a democracy—government, social, economical, personal, and international. The unit on government organization in this attractive text provides enough materials for the usual requirements of a senior course in government. Numerous study activities are provided with each chapter.

Miscellaneous

Chambers's Biographical Dictionary, Revised Edition. Macmillan Co.; 1956. Cloth. 1006 pages. Price, $6.95.

More than 10,000 names, both famous and infamous—from Hippocrates to Eisenhower—are listed with the most interesting information about their lives and accomplishments. It includes references to biographies and other sources of information about the persons. This handy reference book includes an appendix of nicknames and pseudonyms.

The Children's Illustrated Encyclopedia of General Knowledge. Philosophical Library; 1957. Cloth. Illustrated. 480 pages. Price, $4.95.

Full-color illustrations and numerous line drawings will provide an added attraction for children, ages 10 to 16, for whom this encyclopedia was compiled. The subject matter includes topics which should be of interest to this age group—nature, historical events, inventions, literature, geography, sports, famous people, the arts, a glossary of word difficulties, and a collection of scientific data. Although it is a British publication, American youngsters should find the material in this unusual book interesting and informative.

American Book Co., 55 Fifth Avenue, New York 3.

Beckley-Cardy Co., 1900 North Narragansett, Chicago 39.

Henry Holt and Co., 383 Madison Avenue, New York 16.

Macmillan Co., 60 Fifth Avenue, New York 11.

Philosophical Library, 15 East 40th Street, New York 16.

Charles Scribner's Sons, 597 Fifth Avenue, New York 17.

Viking Press, 625 Madison Avenue, New York 22.

World Book Co., Yonkers 5, N. Y.

Audio and Visual

By DONALD A. INGLI
Director, Audio-Visual Aids, Southern Illinois University

Films

Indian Family of Long Ago (Intermediate and junior high. 14 minutes, color or black and white, rent or purchase. Encyclopaedia Britannica Films) — Useful for classes in American history and the social studies, this re-creation of the life of an Indian family of 200 years ago has its setting in the Pine Ridge Reservation and Custer State Park of South Dakota. Characters in the story are members of the Oglala Sioux tribe. Authentic Sioux musical recordings were used for background music. As the story opens, we see an Indian family coming down to the plains for the buffalo hunt. Daily activities are shown—the daughter being trained in the work she must later assume as a woman, and the boy in the games and skills which help prepare him for manhood. As a buffalo herd is sighted, the women prepare to handle the food and clothing which will result from a successful hunt. The men follow the herd and ride in for the kill. Enough animals are killed to satisfy the immediate needs of the tribe. The women and girls then take over and prepare the meat and skins for winter use. As the film concludes, the family is again striking camp to join other groups in following the great herds.

Geography of the North Central States (Junior and senior high. 15 minutes, black and white or color, rent or purchase. Coronet Films)—A survey type of film which attempts to interrelate all the factors which affect and determine the geography of this area—Ohio, Michigan, Indiana, Illinois, Wisconsin, Minnesota, Iowa, Missouri, Kansas, Nebraska, and North and South Dakota. Animated maps are used to outline the physical and economic characteristics of the Midwest. High production in corn, wheat, soy beans, and livestock makes these states truly the "bread basket" of the country. In addition to food production the film features the great metropolitan and industrial centers, lumber production, the great networks of river and lake transportation, and other natural resources which are so essential to the country's economy. The interdependence of the north central states with other sections of the United States and with other countries is shown and carefully explained. Topography of the area is also stressed, clearly pointing out the variations from east to west and north to south which make possible such a varied and progressive culture.

Mother Rabbit's Family (Nursery, kindergarten, and primary. 11 minutes, black and white or color, rent or purchase. Encyclopaedia Britannica Films) — This film, along with *Adventures of Bunny Rabbit* and *The Hare and the Tortoise*, was photographed by Lynwood Chace and narrated by James Brill. It tells the story of a rabbit family and one of the babies named Hoppy. Most baby rabbits stay near their mothers, but not Hoppy. He wanders away to the forest. After hiding from a hawk he becomes confused and is lost. He sees a skunk and wants to ask for help, but the odor of this strange animal drives him away. Hoppy asks a frog for directions but gets no answer, as the frog doesn't like rabbits. His unhappy adventures continue when two children catch him in a hollow log. Hoppy is made a prisoner in a wire pen; he is finally rescued by his mother, and they run back to their home in the forest.

The Human Body: Circulatory System (Junior and senior high, college, adult. 15 minutes, black and white or color, rent or purchase. Coronet Films)—Valuable for health and science classes, the film uses animation, cinefluorography, drawings, and close-ups of live organs to show the circulatory system. The workings of the heart, lungs, and kidneys are analyzed. Processes of the arteries and veins are emphasized. Where necessary for emphasis, new and

significant terms are overprinted on the pictures. In this type of film the camera techniques employed are both essential and effective in graphically portraying this function of the human body.

Filmstrips

The Jam Handy Organization has recently released a series of six color filmstrips on **Famous Americans.** The strips include necessary captions and are of desirable length. They are suitable for social studies at intermediate and junior high levels. Titles include *Thomas Alva Edison, The Wright Brothers, George Washington Carver, Alexander Graham Bell, Theodore Roosevelt,* and *Jane Addams.* Teachers might keep in mind that these materials are useful, not only for actual classroom teaching, but also in the "reading corner" where children may use them more leisurely.

Calendar

MAY

23—IEA Chicago Division; Board of Education Office, 228 North LaSalle Street, Chicago.

JUNE

15 to 20—United Business Education Association and Future Business Leaders of America; Dallas, Tex.
25 to 29—National Commission on Teacher Education and Professional Standards, NEA; Washington, D.C.
28 to 30—National Association of Educational Secretaries, NEA; Philadelphia.
30 to July 6—National Education Association Centennial Convention; Philadelphia.

JULY

1—National Science Teachers Association, NEA; Philadelphia.
1 to 4—Department of Rural Education, NEA; Philadelphia.
1 to 4—National School Public Relations Association; Philadelphia.
7 to 19—Classroom Teachers National Conference, NEA; University of Delaware, Newark.
8 to 13—Annual seminar, National School Public Relations Association; New York.
22 to Aug. 2—Junior High School Workshop for Principals; Illinois State Normal University.
28 to Aug. 2—Conference on Printing Education; Rochester Institute of Technology, Rochester, N.Y.

AUGUST

11 to 14—IEA School of Instruction; Northern Illinois State College, DeKalb.
19 to 24—National Association of Journalism Directors, NEA; Chicago.

SEPTEMBER

26 to 28—Illinois Elementary School Principals Association; Abraham Lincoln Hotel, Springfield.

OCTOBER

11—IEA Blackhawk Division; Rock Island Senior High School.
11—IEA Eastern Division; Lantz Gymnasium, Eastern Illinois State College.
11—IEA Mississippi Valley Division; Quincy High School.
11—IEA Southeastern Division; Fairfield High School.
11 and 12—Illinois Association of Teachers of English; University of Illinois.
11 and 12—Department of Rural Education, NEA; Denver, Colo.
13 to 16—County and Rural Area Superintendents, NEA; Denver, Colo.
18—IEA Northwestern Division; Coronado Theatre, Rockford.
18—IEA South Central Division; Orpheum Theatre, Springfield.
21 to 25—School and College Sessions, National Safety Congress and Exposition; Morrison Hotel, Chicago.
25—IEA Illinois Valley Division; LaSalle-Peru Township High School.
25—IEA Rock River Division; Dixon High School and Dixon Theatre.

NOVEMBER

10 to 16—American Education Week.

Index to Volume 45

A

ABC's of Education, The, Charles E. Howell, 359
Accreditation, 97
Administrators, 52, 106, 120, 208, 215
Adult education, 240
Adult Educators, National Association of Public School, 72
Advertising Executive Does Schools Disservice with Prejudiced Viewpoint, F. M. Spurlock, Michael Galati, Herschel Rader, 4
Aid to education, 35, 77, 79, 82, 122, 192, 330
Allerton House Conference on Education, 122
Allied Youth, Inc., 158
Alpha Delta Kappa, 158, 225, 292
American Education Week, Murvil Barnes, 20
AMES, DONALD E.—Racial Prejudice Has 'No Basis or Logic,' 172
Are Illinois Teachers of English Meeting the Challenge?, Helen Stapp, 180
Are You in a Happy Rut?, Curriculum Bulletin, 107
Arithmetic, 34, 102
Arithmetic and the Elementary Principal, Joan Truckenbrod, 102
Art, 193, 272, 296, 333, 337, 370
Assistantships, 32, 368, 370
Attacks on education, 92, 266
A-V Materials Important, Murray L. Miller, 92
Audio and Visual, Donald A. Ingli, 43, 86, 129, 165, 200, 249, 297, 344, 381
Audio-Visual Association, Illinois, 288
Audio-Visual materials, 30, 48, 76, 78, 80, 81, 86, 92, 105, 123, 124, 161, 164, 165, 192, 194, 198, 200, 232, 241, 249, 297, 344, 381
Aviation education, 124, 260
Aviation Education, National Conference on, 197
Awards, 36, 115, 124, 158, 161, 162, 163, 196, 289, 367

B

BAGLEY, JOSEPH C.—Too Many Non-Teaching Duties Make Teaching Unattractive, 346
BARNES, JOHN B.—Teachers and Schools Can Help Build Better Communities, 178
BARNES, MURVIL—American Education Week, 20
BELL, MILLARD D.—Superintendent Views Present Merit Rating with Concern, 263
Billboards, IASB—ICPT—IEA, 170, 238
BIRKHIMER, R. O.—Recompense, 61
—To Springfield, Concerning Lincoln, 231
BLACK, LUTHER J.—Procedures in Recognition and Teacher Certification, 97
BLACK, MARTHA E.—They Are Learning to Speak Correctly, 94
Blind, Illinois Federation of the, 295
Blue Ballot Amendment, Lester R. Grimm, 21
Board Votes to Pay Mrs. McNely; Case Is Closed, Irving F. Pearson, 170
BONE, ROBERT G.—Teacher Education—Grandest of Enterprises, 174
Book fairs, 72
BOS, EDWARD—Lincoln, 234
BOWERS, DORIS—Elementary Teacher Agrees All Should Teach English, 346
BOYDSTON, DONALD N.—PE Can Boost Your School's PR, 60
BROEKEL, RAY—The Junior Museum, 356
Brotherhod Week, 199, 206
Brown School and a New Century of Education, 27
BROWNE, RICHARD G.—Higher Education Comes Higher, 308
Business education, 126, 334
Businessmen Want to Help, John E. Harmon, 173

C

C of C Should Oppose Merit Rating, Author Says, Ruth Ann White, 208
CAAUWE, GLENDORIS—Recruitment in the Elementary Classroom, 318
Calendar, 43, 88, 132, 168, 204, 252, 300, 344, 381
CALKINS, EARNEST ELMO—The Woman Who Taught Me to Live, 355
Camps, 158, 336, 368, 374
Careers, 294, 336
Cary Byerly, First Assistant Superintendent, Dies, Irving F. Pearson, 345
Case for Junior Colleges, The, Hal O. Hall, 348
CAUSEY, MARION—She Is Proud to Take Oath, 92
Chambers of commerce, 104, 155, 173
Chambers of Commerce Should Work with the Schools, Ruth Ann White, 104
Chemistry Teachers, Illinois Association of, 36, 292
Chicago's School Needs, Benjamin C. Willis, 140
Children, Illinois Commission on, 194
Children's Book Week, 72, 122
Christians and Jews, National Conference of, 199, 206, 306
Citizens Education Committee, Illinois, 333
Citizenship, 115, 128
Civil defense, 374
Classroom shortage, 136, 153, 214, 358
Classroom Teachers Consider Past, Present, and Future, 320
COLONIUS, DOROTHY—Our Just Dues, 15
Columbus Day, National Citizens Committee for, 32
Committee Studies Class Size in Eastern Illinois, Howard W. Hightower, 153
Community-school relations, 70, 104, 116, 164, 173, 178, 330
Community Schools, Illinois Council on, 239
Conference on Human Relations, Francine Richard, 306
Congratulations, *Parent-Teacher*, on Your 50th Year, Irving F. Pearson, 90
Conservation, 314
Contests, 118, 119, 122, 126, 160, 161, 198, 236, 244
CORN, CLYDE C.—Major Problems in English Would Be Solved If All Teachers Accepted Their Responsibility, 172
County Superintendent Has a Significant and Changing Role in Illinois Education, The, Lucile Goodrich, 52
Current Publications, 42, 87, 131, 167, 203, 251, 299, 343, 380
Curriculum, 127, 198, 358
CURRICULUM BULLETIN—Are You in a Happy Rut?, 107
CURRICULUM BULLETIN—Give Your Sponsors Full Measure for Their Money, 117

D

Data on School Finance Is of 'Much Interest,' R. B. Mades et al, 172
Deans and Counselors, National Association of Women, 294
Deans of Women, Illinois Association of, 77, 244
DEGAN, PAULINE—Legible Handwriting Made Easy, 144
Delta Kappa Gamma, 226
DE YOUNG, CHRIS A.—State Board of Education, 275
DE YOUNG, CHRIS, and Ben A. Sylla—Finance Lessons Serve a Need, 134
DI LEONARDE, JOSEPH H.—Too Many Pupils, Not Enough Classrooms, 214
Did You Know, 107, 115, 116, 147, 190, 234
DREW, ROBERT E., and Harold R. Hungerford—Teach Them About Conservation, 314
Driver education, 119, 122, 127, 285

E

Eastern Illinois State College, 79, 157, 159, 160, 162, 164, 236, 290, 331, 338, 339, 372, 377
Editorially Speaking, 2, 46, 90, 170, 254, 301, 345
Education for Our Air Age, Lt. Col. C. Gordon Higgins, 260
Educational Council of 100, 158, 368
Educational Fund Established in Honor of B. L. Smith, 301
Educational objectives, 8, 358
Educational Profession Loses Capable Leader with Death of B. L. Smith, IEA Board Member, Irving F. Pearson, 302
Educational Television and Radio Center, 164, 337, 369, 372
Educators Must Be Dynamic in Defense of Our Schools, F. M. Spurlock, 92
Educators Need Qualities of Leadership, Board President Tells School PR Meeting, 319
EISENREIS, ROLAND—The Little Red Schoolhouse, 313
Elementary Principals Are More Than Administrators, E. Elona Sochor, 208
Elementary Principals Should Supervise, Fred M. King, 106
Elementary Teacher Agrees All Should Teach English, Doris Bowers, 346
Engineering, 124, 158, 198
English, 172, 180, 346
English, Illinois Association of Teachers of, 180, 370
English, National Council of Teachers of, 74
Enrollment in IEA, second cover, September
Exceptional children, 64, 76, 159, 374
Exceptional Children, International Council for, 158, 295
Exchange programs, 125
Experimentation in education, 136, 137, 354
Extension courses, 119

F

FABERT, RACHEL SIMS—A Star for Her Crown, 19
Far Vision and the Near Look, The, Wilfred J. Goreham, 8
Federal aid to education, 14, 79, 125, 127, 245
Fees, student, 184
FELCHNER, FAYE—Let's Be Dedicated, Says Future Teacher, But Work Together for Adequate Salaries, Too, 90
Fellowships, 79, 89, 121, 122, 162, 163, 200, 332, 335
Field Services in Teacher Education, Association for, 72, 287
Films, 30, 43, 76, 78, 81, 86, 105, 123, 124, 129, 164, 165, 192, 194, 198, 200, 232, 241, 249, 297, 344, 381
Finance Lessons Serve a Need, Chris De Young and Ben A. Sylla, 134
First College Class Probably Was Graduated From Illinois College, Raymond L. Foster, 147
FLETCHER, ELSIE H.—A Teacher's Prayer, 190
FOLSOM, MARION B.—The Problem of Education, 358
Foreign aid, 291
Foreign relations, 80, 128, 371, 375
Foreign students, 236, 287, 288, 368
FOSTER, RAYMOND L.—First College Class Probably Was Graduated From Illinois College, 147
—Men Teachers 100 Years Ago Got a Monthly Salary of 10 Dollars, 116
—Number of School Children Determined 'Assessments' for Pioneer Families, 190
—Proposed 1818 Constitution Had Educational Provisions, 234
—Sharpening Quill Pens Was Once a Qualification for Hiring School Teachers, 107
Freedoms Foundation, awards, 32, 367
From Cover to Cover, Francine Richard, 5, 48, 93, 135, 171, 209, 257, 303
Future Teachers of America Day, Illinois, 330

G

GALATI, MICHAEL, et al—Advertising Executive Does Schools Disservice with Prejudiced Viewpoint, 4
GARLICH, MARVIN O.—Is Fee Collection a Headache in Your School?, 184
General Math Can Be Interesting and Effective, George L. Henderson, 54
Geography Teachers, National Council of, 196
Gibson City's Growing Pains, Alice Potts, 146
Give Your Sponsors Full Measure for Their Money, Curriculum Bulletin, 117
GOODRICH, LUCILE—The County Superintendent Has a Significant and Changing Role in Illinois Education, 52
GOREHAM, WILFRED J.—The Far Vision and the Near Look, 8
Goreham to Devote Full Time to Presidency, 9
GRIMM, LESTER R.—Blue Ballot Amendment, 21
—School Problems Commission Report, 316
Growing With 'PEP', 349
Guidance, 114, 124, 335
Guidance and Personnel Association, Illinois, 30, 124

H

HALL, HAL O.—The Case for Junior Colleges, 348
HAMILTON, ROBERT R.—Teachers and Tort Liability, 11
HAMMERMAN, DONALD—Teacher Education Moves Outdoors, 350
HAND, HAROLD C.—On Hoodwinking the Public, 266
Handicapped Children, Illinois Commission for, 159
Handwriting, 144, 360
HANSON, EARL—Something New in Physics?, 208
HARMON, JOHN E.—Businessmen Want to Help, 173
Health, 128, 196
Health, Physical Education, and Recreation, Illinois Association for, 81
HEBERMEHL, RICHARD P., and Michael P. Verticchio—Industry Teams Up With Teachers, 143
HENDERSON, GEORGE L.—General Math Can Be Interesting and Effective, 54
Here's an Idea, 20, 27, 61, 70, 105, 115, 116, 164, 155, 231, 232, 328, 357, 362, 367.
Here's How Illinois Congressmen Voted on Federal Aid for School Construction, Irving F. Pearson, 14
HIGGINS, LT. COL. C. GORDON—Education for Our Air Age, 260

Higher education, 147, 159, 164, 192, 239, 308, 333, 354
Higher Education Comes Higher, Richard G. Browne, 308
HIGHTOWER, HOWARD W.—Committee Studies Class Size in Eastern Illinois, 153
HIND, DOROTHY—Niles Elementary Schools Cooperate on Film Library, 105
Historical Association, Illinois State, 335
History, 36, 285
History of education, 107, 115, 116, 147, 174, 182, 190, 234
HODGE, WILLIAM LEE—Merit Rating Will Not Improve Quality of Classroom Teaching, 264
HOFFMAN, RICHARD Y., JR., et al—Workshops on Assessment and School Finance Receive Much Favorable Comment from Participants, 134
HOLMES, AUBREY, and Alfred Sommer—Income Tax Information for Retired Teachers, 270
Home economics, 36, 196, 374
Housing, student, 125, 162, 291
HOWELL, CHARLES E.—Teacher Aides: Experiment or Expedient?, 136
—The ABC's of Education, 359
Human relations, 306, 371
HUNGERFORD, HAROLD R., and Robert E. Drew—Teach Them About Conservation, 314

I

IEA Leaders Study School Problems, Helen K. Ryan, 56
IEA Now Offers Free Liability Protection to Active Members Who Are Engaged in Teaching, Irving F. Pearson, 2
IEA-ISNU School Public Relations Conference, 157, 192, 236, 319
IEA-NEA Honor Roll, 27, 279, 327, 361
Illinois Education Association:
—Annual Meeting, 120, 156, 216
—Board of directors, 302; meetings of, 38, 83, 166, 248, 339, 379
—Classroom Teachers, Illinois Association of, 31 118, 225, 320
—County Superintendents of Schools, Illinois Association of, 226
—Educational Secretaries, Illinois Association of, 74, 160, 290
—Elementary School Principals Association, Illinois, 34, 102, 225, 284, 287, 371
—Future Teachers of America, Illinois Association of, 58, 287, 330
—Horace Mann insurance companies, 2, 89, 225
—Junior Colleges, Illinois Association of, 34, 368
—Legislative goals, 222
—Membership, second cover, September; 27; 170; 279; 327; 361
—NEA Centennial Planning Commission, 225
—Nominating procedures, 120
—President, 9
—Public relations, 70, 134, 170, 238
—Public relations program, platform, and resolutions, 223
—Retired Teachers Association, Illinois, 239, 376
—School Administrators, Illinois Association of, 238
—School of instruction, 56, 331
—Staff, 4
—Study Units, Volume 19; Blue Ballot Amendment, Lester R. Grimm, 21; Lessons in Illinois Public School Finance, Wayne A. Stoneking, 65, 109, 149, 185; Social Security for Teachers, Evelyn Shotund, 227; State Board of Education, Chris A. De Young, 275; The NEA Helps Local Associations, Helen K. Ryan, 321; Teacher Turnover and Teacher Supply, Frank E. Oneal, 363
—Teacher Education and Professional Standards, Commission on, 362
—Women's Association, 123, 226
Illinois' Part in the NEA Centennial, Katherine Stapp, 274
Illinois State Normal University, 30, 31, 32, 76, 77, 81, 82, 120, 157, 195, 197, 293, 370, 372, 373
—Centennial, 157, 174, 199, 208, 335, 369
Income Tax Information for Retired Teachers, Aubrey Holmes and Alfred Sommer, 270
Industry Teams Up With Teachers, Michael P. Verticchio and Richard P. Hebermehl, 143
INGLI, DONALD A.—Audio and Visual, 43, 86, 129, 165, 200, 249, 297, 344, 381
International affairs, 121, 200
Is Fee Collection a Headache in Your School?, Marvin O. Garlich, 184
ISNU Centennial Article Is 'Most Interesting,' Helen E. Marshall, 208
It's News to Us, 41, 88, 130, 166, 202, 247, 298, 342, 378

J

'Join and Serve,' 326
Junior colleges, 239, 348, 368
Junior High School Association, Illinois, 368
Junior Museum, The, Ray Brockel, 356
Juvenile delinquency, 116

K

KENNEDY, WENDELL C.—The Picture Is Bright for FTA, 58
KING, CLIFFORD—Mercer County Proud to Be 100 Percent in NEA, 173
KING, FRED M.—Elementary Principals Should Supervise, 106
KLOPE, MRS. LESTER, et al—Workshops on Assessment and School Finance Receive Much Favorable Comment from Participants, 134

L

LANGENBACHER, R. A., et al—Workshops on Assessment and School Finance Receive Much Favorable Comment from Participants, 134
Legible Handwriting Made Easy, Pauline Degan, 144
Legislation, 11, 21, 115, 125, 140, 234, 301, 316, 348
Legislative Prospects Reviewed; Local Effort Urged, Irving F. Pearson, 301
Legislators, state, 268
Lessons in Illinois Public School Finance, Wayne A. Stoneking: Lesson I, State and Federal Shares, 65; Lesson II, The Local Share, 109; Lesson III, Taxes and School Finance, 149; Lesson IV, Related Problems, 185
Let a Field Travel Course Be Your Magic Carpet, Arthur R. Olsen, 138
Let's All Go On to Philadelphia!, Helen K. Ryan, 182
Let's Be Dedicated, Says Future Teacher, But Work Together for Adequate Salaries, Too, Faye Felchner, 90
Let's Finish the Job!, Morton A. Seidenfeld, 99
Lincoln, Edward Bos, 234
Literature, 162, 292
Little Red Schoolhouse, The, Roland Eisenbeis, 313
Look for These Billboards Along Major Highways, Claude E. Vick, 170

M

MADES, R. B., et al—Data on School Finance Is of 'Much Interest,' 172
Major Problems in English Would Be Solved If All Teachers Accepted Their Responsibility, Clyde C. Corn, 172
MARSHALL, HELEN E.—ISNU Centennial Article Is 'Most Interesting,' 208
Mathematics, 54, 82, 126, 127, 197, 236, 246, 286, 335, 361
Mathematics, Illinois Council of Teachers of, 35, 293, 294
Mathematics, National Council of Teachers of, 119, 236
MCKINNEY, ROBERT E., et al—Workshops on Assessment and School Finance Receive Much Favorable Comment from Participants, 134
MCSWAIN, E. T.—Relate Salaries and Promotion to Professional Performance, 262
Memoirs of an Ex-School Marm, Elizabeth Prall, 108
Men Teachers 100 Years Ago Got a Monthly Salary of $10, Raymond L. Foster, 116
Mercer County Proud to Be 100 Percent in NEA, Clifford King, 173
Merit rating, 262, 263, 264
Merit Rating Will Not Improve Quality of Classroom Teaching, William Lee Hodge, 264
Midwest Administration Center, 76, 126
MILLER, MURRAY L.—A-V Materials Important, 92
Modern Language Teachers Association, Illinois, 79, 285
MOREY, LLOYD—A Teacher's Responsibilities, 148
Music, 79, 119, 160, 194, 368, 373, 374

N

National College of Education, 369, 374
National Education Association:
—American Education Week, 20, 80, 372
—Audio-Visual Instruction, Department of, 244
—Centennial celebration, 59, 159, 161, 182, 225, 274, 289, 320, 338, 352, 368
—Classroom Teachers, Department of, 30, 160, 198, 240, 375
—Convention, 16, 160, 182, 310, 352
—Educational Secretaries, National Association of, 238
—Elementary School Principals, Department of, 246
—Filmstrips, 192
—Higher Education, Association for, 32
—Legislative Commission, 245
—Membership, 332; in Illinois, 27, 118, 170, 173, 219, 245, 279, 327, 361
—Personnel, 36, 125, 198, 238, 239, 378
—Proposed Expanded Program, 349
—School Administrators, American Association of, 31, 76, 162, 192
—Secondary School Principals, National Association of, 124
—Supervision and Curriculum Development, Association for, 195
—Teacher Education, American Association of Colleges for, 126, 246
—Teacher Education and Professional Standards, National Commission on, 30
National Science Foundation, 197, 236, 286, 288
NEA Centennial Convention, 352
NEA Helps Local Associations, The, Helen K. Ryan, 321
NEA President Asks Teachers of Nation to Join in Centennial Celebration, Martha A. Shull, 59
NELSON, A. N., et al—Workshops on Assessment and School Finance Receive Much Favorable Comment from Participants, 134
New College for a New Day, Louis W. Norris, 354
New Editorial Team Heads *Illinois Education*, Irving F. Pearson, 4
New Method Suggested for Rote Learning of Long Selections of Prose or Poetry, E. H. Vance, 328
NEWENHAM, R. L., et al—Data on School Finance Is of 'Much Interest,' 172
News, 30, 72, 118, 156, 192, 236, 285, 330, 368
Niles Elementary Schools Cooperate on Film Library, Dorothy Hind, 105
NORRIS, LOUIS W.—A New College for a New Day, 354
NORRIS, WOODROW—They Didn't Tell Me . . ., 328
Northern Illinois State College, 124, 159, 193, 337, 350, 368, 372
Not Things but People, Truman Pierce, 215
Number of School Children Determined 'Assessments' for Pioneer Families, Raymond L. Foster, 190

O

Oak Ridge Institute of Nuclear Studies, 123, 127, 286, 288
Office Management Association, National, 120
OLSEN, ARTHUR R.—Let A Feld Travel Course Be Your Magic Carpet, 138
On Hoodwinking the Public, Harold C. Hand, 266
Our Just Dues, Dorothy Colonius, 15
Outdoor education, 124, 158, 313, 314, 315, 350, 372
Overseas Educators Organization, American, 226

P

Pan American Day, 296
Parents and Teachers, Illinois Congress of, 70, 134, 170, 238
Parents and Teachers, National Congress of, 78, 90, 195
PE Can Boost Your School's PR, Donald N. Boydston, 60
PEARSON, IRVING F.—Board Votes to Pay Mrs. McNely; Case Is Closed, 170
—Cary Byerly, First Assistant Superintendent, Dies, 345
—Congratulations, *Parent-Teacher*, on Your 50th Year, 90
—Educational Profession Loses Capable Leader with Death of B. L. Smith, IEA Board Member, 302
—Here's How Illinois Congressmen Voted on Federal Aid for School Construction, 14
—IEA Now Offers Free Liability Protection to Active Members Who Are Engaged in Teaching, 2
—Legislative Prospects Reviewed; Local Effort Urged, 301
—New Editorial Team Heads *Illinois Education*, 4
—Supreme Court Rehears McNely Case; Rules Administrators Have Tenure, 10
—Test Year for Illinois Schools, 348
—This Is a Year of Decision: Important Educational Issues Must Be Met, 46
—US Department of Education Reports Federal Aid Programs Totaled 99 in 1954-55, 70
Personnel and Guidance Association, American, 291
PETERSON, JACK A., et al—Data on School Finance Is of 'Much Interest,' 172
PETROFF, MARGARET—Teachers, Get Out Your Psychiatrist's Couch, 114
Phi Delta Kappa, 226
Physical education, 27, 60, 371
Picture Is Bright for FTA, The, Wendell C. Kennedy, 58
PIERCE, TRUMAN—Not Things but People, 215
Plan for Better Performance, A, Don Shute, 360

Play-Acting, Art, Music Are Combined in Study Unit on Mexico at University School of SIU, Berniece Handley Seiferth, 154
Poetry, 61, 190, 231, 234, 359
Poetry Day, 33
Polio, 99
POTTS, ALICE—Gibson City's Growing Pains, 146
PRALL, ELIZABETH—Memoirs of an Ex-School Marm, 108
PRATT, BECKY, et al—Workshops on Assessment and School Finance Receive Much Favorable Comment from Participants, 134
President Goreham Convenes the 103rd Annual Meeting, Francine Richard, 216
Problem of Education, The, Marion B. Folsom, 358
Procedures in Recognition and Teacher Certification, Luther J. Black, 97
Proposed 1818 Constitution Had Educational Provisions, Raymond L. Foster, 234
Proud Profession Goes to Portland, A, Francine Richard, 16
Public relations, 60, 61, 123, 319
Public Relations Program Is Adopted, 223

R

Racial Prejudice Has 'No Basis or Logic,' Donald E. Ames, 172
RADER, HERSCHEL, et al—Advertising Executive Does Schools Disservice with Prejudiced Viewpoint, 4
Radio, 36, 121, 372
Radio courses, 72, 335
Recompense, R. O. Birkhimer, 61
Recreation Association, National, 126, 374
Recruitment in the Elementary Classroom, Glendoris Canuwe, 318
Red Cross, American, 326
Relate Salaries and Promotion to Professional Performance, E. T. McSwain, 262
Reports Due Feb. 1 on 100 Percent Membership, Francine Richard, 170
Representative Assembly Adopts Legislative Program, 222
Resource Teachers Aid Chicago Schools, 137
Retirement System, Illinois State Teachers, 241, 305
RICHARD, FRANCINE—A Proud Profession Goes to Portland, 16
—Conference on Human Relations, 306
—From Cover to Cover, 5, 48, 93, 135, 171, 209, 257, 303, 347
—President Goreham Convenes the 103rd Annual Meeting, 216
—Reports Due Feb. 1 on 100 Percent Membership, 170
—Your Association Can Plan an Effective Workshop, 62
ROBINSON, AMY—What I Like About Teaching, 29
ROOSSINCK, ESTHER P.—Use the Outdoors as a Resource in Education, 315
'Rural Teacher of the Year,' 72, 289
RYAN, HELEN K.—IEA Leaders Study School Problems, 56
—Let's All Go On to Philadelphia!, 182
—The NEA Helps Local Associations, 321
—What Makes A Local Association Tick?, 100

S

Safety, 78, 118, 160, 164, 244, 285
Savings stamps, 78, 329
Scholarships, student, 30, 32, 35, 80, 81, 156, 158, 195, 196, 198, 242, 245, 296, 362, 376
School attendance, 194
School Bell Awards, 72
School Boards Association, National, 121, 240
School Boards, Illinois Association of, 70, 134, 170, 238
School buildings, 27, 126, 146, 154
School finance, 65, 70, 109, 118, 134, 149, 172, 185
School needs, 140, 193
School planning, 146
School Problems Commission Report, Lester R. Grimm, 316
School Public Relations Conference, IEA-ISNU, 157, 192, 236, 319
School referenda, 311
Schoolmasters Club, Illinois, 369
Schoolroom Progress USA, 285
Science, 122, 123, 125, 126, 143, 159, 162, 236, 286, 288, 335, 356, 375; awards, 35, 161; fairs, 36
Science, Illinois Junior Academy of, 238
Science, National Council for Elementary, 292
SEIMENFELD, MORTON A.—Let's Finish the Job!, 99
SEIFERTH, BERNIECE HANDLEY—Play-Acting, Art, Music Are Combined in Study Unit on Mexico at University School of SIU, 154
Senior Citizens of America, 334
Seventieth General Assembly, 268
Sharpening Quill Pens Was Once a Qualification for Hiring School Teachers, Raymond L. Foster, 197
She Is Proud to Take Oath, Marion Causey, 92
SHOLUND, EVELYN—Social Security for Teachers, 227
Should Teachers Salaries Be Related to Merit Rating?, 262
SHULL, MARTHA A.—NEA President Asks Teachers of Nation to Join in Centennial Celebration, 59
SHUTE, DON—A Plan for Better Performance, 369
SOCHOR, E. ELONA—Elementary Principals Are More Than Administrators, 208
Social Security for Teachers, Evelyn Sholund, 227
Social studies, 154, 245
Social Studies, Illinois Council for the, 37, 333
Social Studies, National Council for the, 122
Something New in Physics?, Earl Hanson, 208
SOMMER, ALFRED, and Aubrey Holmes—Income Tax Information for Retired Teachers, 270
Southern Illinois University, 32, 33, 36, 72, 77, 119, 124, 125, 127, 128, 159, 162, 192, 196, 240, 242, 285, 286, 287, 289, 296, 331, 334, 335, 357, 370, 372, 373
Special education, 79, 94, 158, 194, 373
Speech Association, Illinois, 31, 285
Spelling, 120, 360
SPURLOCK, F. M.—Educators Must Be Dynamic in Defense of Our Schools, 92
SPURLOCK, F. M., et al—Advertising Executive Does Schools Disservice with Prejudiced Viewpoint, 4
STAPP, HELEN—Are Illinois Teachers of English Meeting the Challenge?, 180
STAPP, KATHERINE—Illinois' Part in the NEA Centennial, 274
Star for Her Crown, A, Rachel Sims Fabert, 19
State Board of Education, Chris A. De Young, 275
STONEKING, WAYNE A.—Lessons in Illinois Pub-School Finance: Lesson I, State and Federal Shares, 65; Lesson II, The Local Share, 109; Lesson III, Taxes and School Finance, 149; Lesson IV, Related Problems, 185
Study Project for Trainable Children, The, 64
Successful School Referendum, A, Claude E. Vick, 311
Superintendent Views Present Merit Rating with Concern, Millard D. Bell, 263
Superintendents Roundtable of Northern Illinois, 35
Supreme Court Rehears McNely Case; Rules Administrators Have Tenure, Irving F. Pearson, 10
Supreme Court Upholds Non-Communist Affidavit, 254
Survivors Benefits Proposed, 304
SYLLA, BEN A., and Chris De Young—Finance Lessons Serve a Need, 134

T

TALLMADGE, ELLENOR—U. of I. Contemporary Arts Festival, 272
Teach Them About Conservation, Robert E. Drew and Harold R. Hungerford, 314
Teacher Aides: Experiment or Expedient?, Charles E. Howell, 136
Teacher Education—Grandest of Enterprises, Robert G. Bone, 174
Teacher Education Moves Outdoors, Donald Hammerman, 350
Teacher Turnover and Teacher Supply, Frank E. Oneal, 363
Teacher's Prayer, A, Elsie H. Fletcher, 190
Teacher's Responsibilities, A, Lloyd Morey, 148
Teachers:
—Aides, 136, 231, 357
—Certification of, 97
—Characteristics of, 90, 355
—Code of Ethics, fourth cover, September
—Education, 126, 174, 350, 362
—Exams, 156
—Exchange, 125
—Extension courses, 31, 157, 368
—Foreign, 192, 220
—In-service training, 200, 232
—Liability of, 11
—Load, 136, 137, 153, 362
—Loyalty oath, 92, 254
—Merit rating, 208, 262, 263, 264
—Morale, 107, 346
—Overseas, 77, 226
—Placement, 120, 160, 242, 289
—Professional organizations, 15, 62, 100, 160, 321
—Qualifications, 107
—Recognition, 20, 72, 155, 355, 362, 367
—Recruitment, 32, 318
—Responsibilities, 148, 172, 184, 328, 345
—Retired, 19, 29, 108, 227, 270, 304, 376
—Salaries, 79, 90, 116, 120, 160, 193, 242, 262
—Seminars, 158
—Shortage, 124, 126, 331, 358, 363, 368
—Summer jobs, 127, 326
—Summer study, 197, 242, 286, 288, 289, 296, 330, 334, 335, 338, 369, 370, 371, 372, 373, 374, 375
—Teaching aids, 33, 118, 125, 126, 128, 164, 199, 290, 296
—Tenure, 10, 170
—Tours, 125, 138, 163, 310, 330, 334, 338
—Turnover, 363
—Welfare, 2
—Workshops, 62, 118, 236, 260, 286, 330, 331, 333, 335, 337, 362, 370, 371, 372, 374, 376, 377
Teachers and Schools Can Help Build Better Communities, John B. Barnes, 178
Teachers and Tort Liability, Robert R. Hamilton, 11
Teachers, Get Out Your Psychiatrist's Couch, Margaret Petroff, 114
Teachers Speak Up, 4, 92, 134, 172, 208, 346
Teachers Use Articles in College Graduate Work, Robert F. Topp, 346
Television, 32, 35, 77, 156, 158, 199, 232, 292, 337
Television courses, 74, 121, 127, 159, 332
Test Year for Illinois Schools, Irving F. Pearson, 348
They Are Learning to Speak Correctly, Martha E. Black, 94
They Didn't Tell Me . . . . , Woodrow Norris, 328
This Is A Year of Decision: Important Educational Issues Must Be Met, Irving F. Pearson, 46
Too Many Non-Teaching Duties Make Teaching Unattractive, Joseph C. Bagley, 346
Too Many Pupils, Not Enough Classrooms, Joseph H. DiLeonarde, 214
TOPP, ROBERT—Teachers Use Articles in College Graduate Work, 346
To Springfield, Concerning Lincoln, R. O. Birkhimer, 231
Tour to Philadelphia, 310
Trials of Teaching Are Myriad, Unchanging, 345
TRUCKENBROD, JOAN—Arithmetic and the Elementary Principal, 102

U

UNESCO, 159, 164
United Nations, 34, 81, 124, 158, 162, 331
University of Chicago, 156, 159, 339, 369
University of Illinois, 30, 34, 37, 76, 79, 82, 119, 121, 124, 126, 127, 160, 161, 196, 272, 368, 377
U. of I. Contemporary Arts Festival, Ellenor Talmadge, 272
US Department of Education Reports Federal Aid Programs Totaled 99 in 1954-55, Irving F. Pearson, 70
Use the Outdoors as a Resource in Education, Esther P. Roossinck, 315

V

VANCE, E. H.—New Method Suggested for Rote Learning of Long Selections of Prose or Poetry, 328
VERTICCHIO, MICHAEL P., and Richard P. Hebermehl—Industry Teams Up With Teachers, 143
VICK, CLAUDE E.—A Successful School Referendum, 311
—Look for These Billboards Along Major Highways, 170

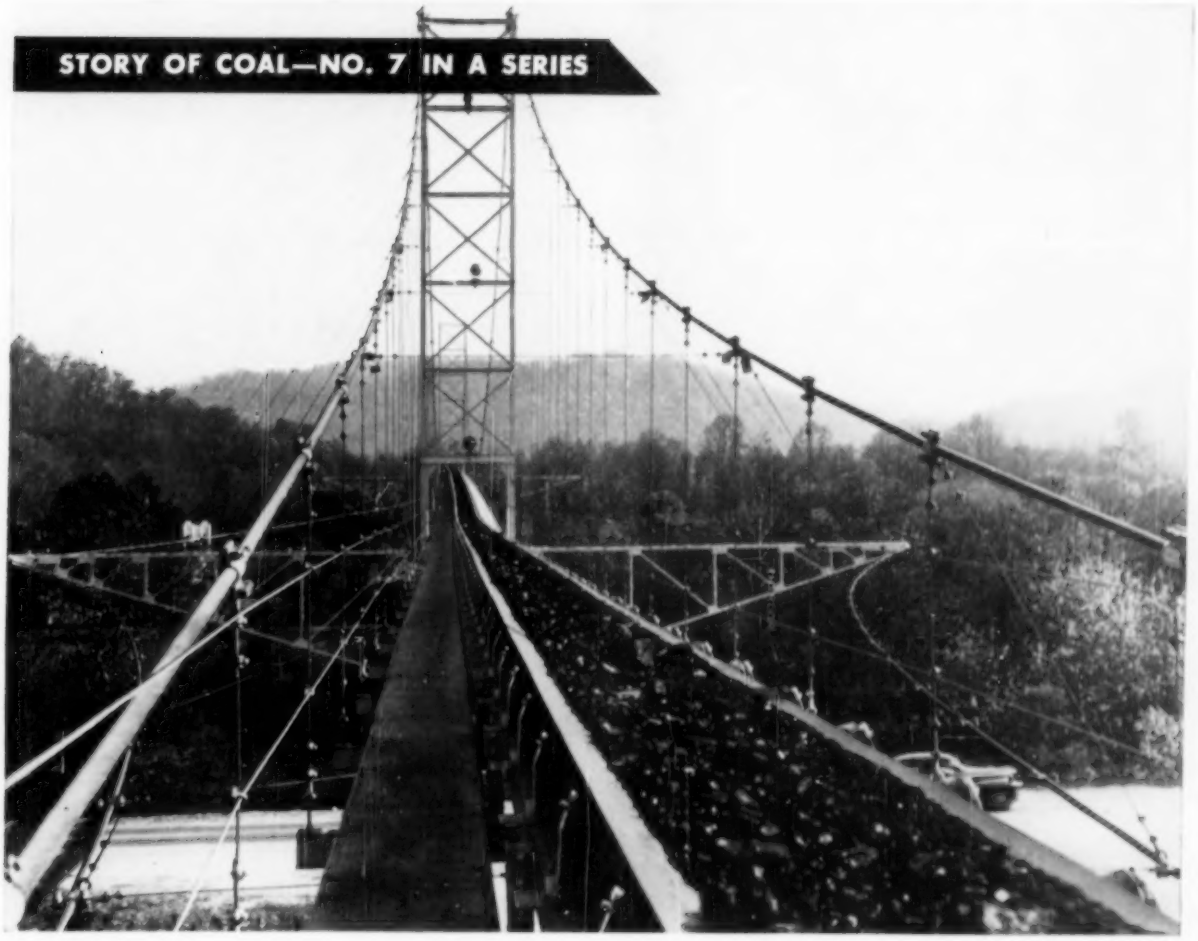
W

Western Illinois State College, 121, 125, 157, 198, 200, 238, 287, 288, 289, 291, 330, 369, 370, 372, 374, 376
What I Like About Teaching, Amy Robinson, 29
What Makes A Local Association Tick?, Helen K. Ryan, 100
WHITE, RUTH ANN—C of C Should Oppose Merit Rating, Author Says, 208
—Chambers of Commerce Should Work With the Schools, 104
WILLIS, BENJAMIN C.—Chicago's School Needs, 140
Woman Who Taught Me to Live, The, Earnest Elmo Calkins, 355
Workshops on Assessment and School Finance Receive Much Favorable Comment from Participants, Richard Y. Hoffman, Jr., Becky Pratt, A. N. Nelson, Mrs. Lester Klope, Robert E. McKinney, R. A. Langenbacher, 134
World of Numbers, 361

Y

Your Association Can Plan an Effective Workshop, Francine Richard, 62
Yours for the Asking, 40, 85, 132, 168, 204, 252, 300, 341, 377

STORY OF COAL—NO. 7 IN A SERIES



Transportation of Coal

After coal has been mined and processed, it enters a key stage in its journey to the user—the actual movement to market.

About 97% of all coal transported in this country is moved by three carrier systems—railroad, truck and waterway. The railroads handle the lion's share of the total, approximately 77%. This is logical because only railroads have both the capacity and flexibility of movement to carry coal over long distances quickly and economically. However, rising railway freight rates have been responsible for interesting changes in the coal transportation picture.

For one thing, the existing transportation balance has been shifting. As their rates have increased through the years, railroads have been losing coal business steadily to trucks and waterways. Also new methods of transportation are being tested. Successful experiments with long-distance conveyor belts and pipelines hold a promise of quick, low-cost delivery for the coal industry. Most significant change has been the trend for industries—notably aluminum and public utilities—to locate new plants at or near the coal mine, completely eliminating freight charges.

Meanwhile coal producers are striving to maintain freight rates at a proportionate level with today's economy. Ideally, these rates will afford transportation systems a reasonable profit, yet enable producers to offer a plentiful supply of low-cost fuel for the furnaces of the world.

NATIONAL COAL ASSOCIATION

Southern Building, Washington 5, D.C.

FREE! If you desire complete information on coal for use in your classes, fill out and mail the coupon below.

Educational Section, National Coal Association 7054
Southern Building, Washington 5, D. C.

Gentlemen: Please send me a free copy of "Class Report" (booklet on coal for intermediate grades, illustrated in color) and a list of other teachers' aids.

Name _____

School _____

Street _____

City _____ Zone _____ State _____

Position or grade _____

The talent of Jack Potter's brush visits a pleasant home overlooking famous Diamond Head.

"COKE" IS A REGISTERED TRADE-MARK. COPYRIGHT 1957 THE COCA-COLA COMPANY

When you come to Hawaii . . .

here, too, you'll find the enjoyment of Coca-Cola is a welcomed social custom . . . just as it is in over 100 different countries. Wherever you are, have a Coke . . . enjoy the distinctive good taste that has made Coca-Cola the best-loved sparkling drink in all the world.

Coca-Cola

SIGN OF GOOD TASTE

POWERS, EUGENE R.
UNIVERSITY MICROFILMS
313 N. 1ST ST.
ANN ARBOR, MICH.
COMP